

RIVERSIDE UNIFIED SCHOOL DISTRICT

ELEMENTARY REPORT CARD DIRECTIONS

The Riverside Unified School District's Elementary Report Card is an important tool for communicating meaningful information regarding a student's academic progress. Performance-level marks on the report card represent levels of knowledge, skill, and understanding related to grade-level standards. The teacher bases performance-level marks on a variety of student products and assessments that demonstrate understanding of the standards.

REPORT CARD DISTRIBUTION

The following guidelines are to be used when completing report cards.

- Each grade level has a distinct report card form. In addition, there are addendums for English learners, Special Education students, students in the Intensive Reading Intervention Program (Read 180/System 44) and students in the Dual Language Immersion program.
- A copy of the report card is sent home at the conclusion of each grading period.
- A student enrolled for twenty school days receives a report card at the designated distribution date or upon their transfer to another school.
- When completing the report card, print a copy to send home and file a copy in the student's Cumulative Folder. At the end of the year, a copy of the final report card with performance levels for all trimesters is put in the student's Cumulative Folder and earlier copies for the year are removed.
- For Spanish speaking parents, a Spanish translation of the report card is sent home and an English copy is printed for school records.
- Information from the report card is recorded on the Educational Record Card at the end of the year or when the student withdraws from the school.

STANDARDS BY GRADE LEVEL

In a standards-based system, teachers refer to the grade-level content standards to specify what students should know and be able to do in each subject area. The teacher keeps a record of a student's progress over time on a combination of formative and summative assessments, teacher notes from classroom observation, and class work to determine a student's proficiency level in each area on the report card. The performance level marked on the report card reflects what the student knows and is able to do in comparison to grade-level standards taught by the end of the grading period. First and second trimester proficiency levels reflect the teacher's judgment of a student's progress toward meeting year-end standards. Thus a student may be proficient or advanced at the first trimester, without having mastered the end-of-year performance standard.

The standards for language arts are summarized under the four domains common to every grade level – listening, speaking, reading, and writing. Written and oral English language conventions are included within the speaking and writing domains.

Mathematics, history social-science, and science standards are summarized by strand as defined in the state standards and framework documents.

A performance-level mark or N/A is placed in the appropriate trimester box for each line in each core subject area. These marks indicate one of four levels of performance in relation to grade-level standards: (A) Advanced, (P) Proficient, (B) Basic, (BB) Below Basic, and (N/A) Not Applicable. Definitions of these performance marks are as follows:

- **(A) Advanced – Performance exceeds depth and complexity of the standard**
A student performing at an advanced level demonstrates a consistent, highly developed understanding of the standards and is able to apply this understanding of the grade-level standards to new situations.
- **(P) Proficient – Performance meets grade-level standard**
A student performing at a proficient level demonstrates understanding of the knowledge and skills identified in the grade-level standard independently and consistently.
- **(B) Basic – Performance does not meet grade-level standard**
A student performing at a basic level is not able to perform to the grade-level standard independently and/or consistently. Some students may be able to accomplish the work of the grade-level standard with support.
- **(BB) Below Basic – Performance is significantly below grade-level standard**
A student performing at a below-basic level is unable to perform to the grade-level standard even with support.

Before a below-basic mark may be given at any grading period, the parent or guardian must have been properly notified. When it becomes evident to the teacher that a student is in danger of receiving a below-basic mark in a subject, the teacher must send a Progress Report to the parent or hold a face-to-face conference with the parent (Education Code - Section 49067). The teacher must document the face-to-face conference on a Progress Report or dated memorandum summarizing the conference. The Progress Report or memorandum must be placed in the student's cumulative folder.

- **(N/A) Not Applicable – Instruction was not provided in this strand during the trimester**
If a strand in mathematics, history-social science, or science is not addressed during the trimester, that strand may be marked N/A. Students must receive instruction and a performance mark every trimester in the Number Sense strand (mathematics), the Investigation and Experimentation strand (science) and all language arts areas. A performance level mark must be given for each content area strand at least one trimester each year.

KINDERGARTEN EXAMPLE

Mathematics Standards	Trimester		
	T1	T2	T3
<i>Number Sense:</i> Names and writes numbers; adds and subtracts	P	B	P
<i>Algebra and Functions:</i> Sorts and classifies	P	A	A
<i>Measurement and Geometry:</i> Describes concepts of time; uses measurement; identifies shapes; understands position words	B	P	P
<i>Statistics, Data Analysis, and Probability:</i> Identifies and extends patterns, uses graphs	P	B	P
<i>Mathematical Reasoning:</i> Solves problems; justifies reasoning	N/A	B	B
History-Social Science Standards	T1	T2	T3
<i>Historical and Cultural Literacy:</i> Compares past with present; puts events in chronological sequence	P	P	P
<i>Geographic Literacy:</i> Uses map skills	N/A	B	P
<i>National Identity and Civic Values, Rights, and Responsibilities:</i> Identifies patriotic symbols and icons	P	P	P
Science Standards	T1	T2	T3
<i>Physical Science:</i> Describes properties of matter, water	N/A	B	P
<i>Life Science:</i> Identifies and describes plants, animals	P	P	P
<i>Earth Science:</i> Describes weather, landforms, resources	N/A	N/A	P
<i>Investigation and Experimentation:</i> Makes observations using the five senses	P	P	P

VISUAL AND PERFORMING ARTS, PHYSICAL EDUCATION, AND BEHAVIORS THAT SUPPORT LEARNING

The teacher will use the symbols +, ✓, or - to mark the Visual and Performing Arts, Physical Education, and Behaviors That Support Learning sections of the report card for each reporting period. An N/A may not be marked in this section. The definitions of these marking symbols are as follows:

- + **Strong Performance** - The student demonstrates this knowledge, skill and behavior daily.
- ✓ **Satisfactory Performance** - The student demonstrates this knowledge, skill and behavior regularly.
- **Weak Performance** - The student demonstrates this knowledge, skill and behavior rarely or inconsistently.

EXAMPLE

Additional Curricular Areas	Trimester		
	T1	T2	T3
<i>Visual and Performing Arts</i>	+	+	+
<i>Physical Education</i>	✓	✓	+
Behaviors That Support Learning	T1	T2	T3
Uses time productively	✓	✓	+
Completes class work	✓	✓	+
Completes/returns homework	✓	-	✓
Shows respect for school personnel	+	+	+
Gets along well with others	+	+	+
Follows directions	-	✓	+

ATTENDANCE

The Date of Enrollment space on the report card refers to the first day the student was enrolled and attended school for the current year.

The teacher records the number of days a student was absent and/or tardy for each grading period. If attendance (absence, tardy, or early release) negatively impacts achievement and the student’s performance levels indicate this negative impact, the teacher marks the appropriate box with an "X".

OTHER PROGRAM PARTICIPATION

The teacher marks the appropriate box(es) with an "X" to indicate the programs or services a student receives. In some cases, a student may receive services that are not listed. These will be indicated using the "Other" box. For example, in order to indicate a student receives a supplemental reading intervention, the teacher will mark an "X" in the "Other" box. Examples of programs that may be marked "Other" are after-school tutoring or a summer intervention program.

Other Program Participation	1st	2nd	3rd
Special Education (See addendum)	<input type="checkbox"/>		
English Learner (See addendum)	<input checked="" type="checkbox"/>		
Title I	<input type="checkbox"/>		
GATE	<input type="checkbox"/>		
Read 180	<input type="checkbox"/>		
System 44	<input type="checkbox"/>		
Dual Language Immersion	<input type="checkbox"/>		
Other <input style="width: 100px;" type="text"/>	<input type="checkbox"/>		

GATE (Grades 1-6)

A student identified as Gifted and Talented is given performance-level marks that reflect performance in relation to **grade-level** standards.

Transitional Kindergarten: Students participation in Transitional Kindergarten should be identified in the "other" category. Teachers must write in "Transitional Kindergarten", and mark the box for the appropriate trimester.

OTHER NOTATIONS

At Risk of Retention

An "X" should be marked in the "At Risk of Retention" box in any trimester that a student has met the "At Risk of Retention" criteria:*

K – 3rd Below basic at the end of any trimester on all reading and writing standards

4th – 6th Below basic at the end of any trimester on all reading and writing standards

or


Below basic at the end of any trimester on all mathematics standards

***Mark the "At-Risk of Retention" box for all students who meet the Board criteria. This includes students with an IEP, as the report card indicates progress toward grade-level standards. Students with an IEP will also receive a Special Education Report of Progress which outlines their progress toward IEP goals. This notification is in alignment with Board Policy which states: As early as practical, teachers shall identify for the principal or principal's designee students in kindergarten through grade nine who are at risk of being retained or will be retained. The IEP committee determines whether a student with an IEP should be retained.**

***For grades 4-6, teachers should mark a student "At-Risk of Retention" during a specific trimester, if the student was Below Basic in all areas of ELA and/or Mathematics taught during that trimester.**

For example: This student would be marked "At-Risk of Retention" on the 2nd trimester report card, even though the Statistics strand was not addressed in trimester 2.

Mathematics Standards	T1	T2	T3
Number Sense: Names and writes numbers; adds and subtracts	B	BB	
Algebra and Functions: Sorts and classifies	B	BB	
Measurement and Geometry: Describes concepts of time; uses measurement; identifies shapes; understands position words	B	BB	
Statistics, Data Analysis, and Probability: Identifies and extends patterns, uses graphs	N/A	N/A	
Mathematical Reasoning: Solves problems; justifies reasoning	B	BB	



OTHER Notations (cont.)

Conference Needed

The “Conference Needed” box can be marked with an "X" in any trimester during which a teacher believes a parent-teacher conference will be beneficial.

Next Year’s Placement

Next year’s grade level will be marked in this box at the end of the third trimester only.

Example:

Marked if at risk of retention	X		
Conference needed	X		
Next Year's Placement:	2nd grade		

ENGLISH LEARNER ADDENDUM

The classroom teacher will complete an English Learner Addendum (ELD) addendum for all students who are English learners. If daily ELD instruction is provided by a different teacher, that teacher will provide input on the student's ELD progress, but will not complete the addendum.

HEADING Area:

- The student information (*Student, School, Grade, School Year, Student ID, US School Enter Date*) will all be pre-populated and appear in the heading.
- ★ Each trimester, the classroom teacher will need to type in the name of the ELD teacher in the space provided.
- ★ Long-Term EL box. This is a drop-down menu with either Yes or No. The teacher will use the US Schools Enter Date and the chart below to select either Yes or No.

NOTE: Unless a student has been retained more than once, all K-3 students will be No.

School Year	Enter Date	Long Term EL Determination
2011-2012	Enter Date of 09/02/06 or earlier	Long Term English Learner. Select Yes in the drop-down box.
	Enter Date of 09/03/06 or later	Not a Long Term English Learner. Select No in the drop-down box
2012-2013	Enter Date of 09/02/07 or earlier	Long Term English Learner. Select Yes in the drop-down box.
	Enter Date of 09/03/07 or later	Not a Long Term English Learner. Select No in the drop-down box

YOUR CHILD'S PROGRESS IN ACQUIRING ENGLISH Area:

- This section will be pre-populated for teachers, with a checked Entry Grade and longitudinal CELDT scores.

NOTE: If student came in from another district, some CELDT scores may be missing. You are not required to fill these in.

CELDT LEVEL DESCRIPTORS Area:

- Parent information only.

CLASSROOM PERFORMANCE Area:

- ★ Identify the **ELD Instructional Level** of the student (Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced). This is the differentiated level on the ELD Lesson Plan that is being used with this student. This is NOT determined by the student's CELDT level.
- ★ For each of the 4 Language Domains within that specific **ELD Instructional Level** band, determine the student's progress toward meeting the stated ELD Standards. This evaluation of progress will be based on multiple assessment measures*.
- ★ Each of the cells within the Language Progress in Class section will contain a drop-down menu. Mark progress in Listening, Speaking, Reading and Writing with:
 - a. + to indicate student is exceeding the expectations of the standards
 - b. √ to indicate student is meeting the expectations of the standards
 - c. - to indicate student is not meeting the expectations of the standards

* Multiple assessment measures may include, but are not limited to, progress based on longitudinal CELDT scores, CST results, in-class language performance in ELD and content areas, formal and informal assessments by classroom teacher, writing samples, etc. The teacher must use objective data to determine level of student progress.

SPECIAL EDUCATION REPORT OF PROGRESS

Special education students who participate in the Resource Specialist Program (RSP), Non-Severely Handicapped Special Day Class (NSH/SDC), Emotionally Disturbed (ED), Inclusion Services or Speech/Language only, will receive a report of progress toward annual IEP goals in addition to a grade-level report card. A Report of Progress will be provided with the report card each trimester.

General Education Teachers: The general education teacher, in consultation with the student's special education teacher (RSP teacher or Inclusion Specialist), will provide a report card for **grade-level standards** to students with an Individualized Education Program (IEP). Progress toward instructional level annual goals/objectives identified in the student's IEP will be marked on the Report of Progress. The Report of Progress will be completed by the student's special education teacher in consultation with the general education teacher, if applicable.

Special Education Teachers: The Report of Progress will be completed by the special education teacher in consultation with the general education teacher, if applicable. The Report of Progress will report progress toward instructional level annual goals/objectives identified in the student's IEP.

Achievement toward meeting grade-level standards will be marked on a grade-level report card. A performance-level mark will be given in each subject area of the report card. In the case of RSP and inclusion students, the grade-level report card will be completed by the general education teacher in consultation with the special education teacher, if applicable. In the case of fifth- or sixth-grade NSH/SDC students, the special education teacher will also complete the *Read 180* Progress Report. This report will reflect the student's progress toward earning goals within the *Read 180* Program.

It is the responsibility of the special education teacher (RSP, SDC, etc.) to ensure that a copy of the special education Report of Progress be archived in the student's cumulative file. The IEP system through which the Report of Progress is created will overwrite the existing document when a new one is created. Therefore, it is of great importance that the Report of Progress that accompanies the elementary report card be printed out and maintained in the student's cumulative file.

The Progress Report marks are defined as follows:

Progress Level Marks

1. The goal has been met or exceeded. An IEP meeting will be scheduled.
2. Progress has been made toward the goal. It appears that the goal will be met by the time the IEP is reviewed.
3. Progress has been made, but the goal may not be met by the time the IEP is reviewed.
4. Progress is not sufficient to meet this goal by the time the IEP is reviewed. An IEP meeting will be scheduled.
5. Progress reported at IEP meeting held within the past 20 days.

INTERVENTION PROGRAM ADDENDUMS: READ 180 AND SYSTEM 44

Complete a ***READ 180*** or ***System 44*** Addendum in addition to the report card for:

- 3/4 Special Day Class students,
- 5/6 Special Day Class students, and
- 4 – 6 General Ed (including RSP) students with READ 180 as the **CORE** program.

Do **not** complete an addendum for:

- 4 – 6 General Ed (including RSP) students with READ 180 as **SUPPLEMENT** to *Houghton Mifflin*.

An intensive reading intervention program (Scholastic's *READ 180*) is in use for identified students in grades 3 – 6. It may be **EITHER the core instructional program or a supplement to *Houghton Mifflin Reading***. When taught as a **core program**, it replaces *Houghton Mifflin Reading* as the English language arts and English language development Board-adopted materials. In this case, a participating student will receive a report card and an intervention program addendum. The addendums are specific to either *READ 180* or *System 44*. The addendum a student receives will match his or her instructional program for that trimester.

When *READ 180* (or its phonics component called *System 44*) is used as a **supplemental program**, *Houghton Mifflin Reading* **remains** the Board-adopted core curriculum **and *READ 180* augments *Houghton Mifflin Reading***. In this case, the addendum is completed only for students who are participating in the program as part of their instruction in a **3/4 Special Day Class**. No other students for whom *READ 180* or *System 44* is a supplement to *Houghton Mifflin Reading* will receive an addendum. These students are monitored by the teacher and principal, who communicate with parents regarding the students' progress.

Classroom Teachers: The classroom teacher, in consultation with the student's *READ 180/System 44* teacher, will complete the grade-level report card. A performance-level mark will be given in each subject area of the report card on the basis of **achievement toward meeting grade-level standards. In many cases, these marks will show below basic or basic achievement.**

***READ 180* Teachers:** The *READ 180* or *System 44* Addendum will be completed for a student participating in either program by the teacher providing that instruction. **The addendum will reflect the student's progress at his or her instructional level.** Teachers will use data reports from the online Scholastic Achievement Manager (SAM) to complete the addendums. The specific reports and corresponding reference materials are listed below:

***READ 180* Report Card Addendum:**

SRI Growth Report, *READ 180 Placement, Assessment, and Reporting Guide*, p. 126.

Reading Counts, Reading Progress Report, *180 Placement, Assessment, and Reporting Guide*, pp. 146-147.

READ 180 Grading Report, *READ 180 Placement, Assessment, and Reporting Guide*, pp. 78-79.

***System 44* Report Card Addendum:**

SRI Growth Report, *READ 180 Placement, Assessment, and Reporting Guide*, p. 126.

Reading Counts, Reading Progress Report, *READ 180 Placement, Assessment, and Reporting Guide*, pp. 146-147.

System 44 Reading Progress Report, *Screening, Assessment, and Reporting Guide*, pp. 70-71.

Detailed directions including screen shots are posted on HAIKU:

Read 180 Support

General Information

Elementary Read 180-System 44 Information

Report Card Addendums

DUAL LANGUAGE IMMERSION ADDENDUM

The DLI classroom teacher will complete a Dual Language Immersion (DLI) addendum for all students who are enrolled in the Dual Language Immersion program. **THIS ADDENDUM IS COMPLETED 3rd TRIMESTER ONLY!**

HEADING Area:

- The student information (*Student, School, Grade, School Year, Teacher and Date Enrolled*) will all be pre-populated and appear in the heading.
- The classroom teacher will:
 - ★ Type in the name of the DLI teacher in the **DLI Teacher** box.
 - ★ Select English, Spanish or Bilingual in the **Dominant Language-Entry** drop-down box.
 - ★ Type in Program Entry date in the **Program Entry Dt** box.

A. Content Development Area

The classroom teacher will use the drop-down boxes to indicate the language of instruction for each subject area, for the current school year.

A. Content Development		Language Percentages At Each Grade Level							
Language of Instruction for the Current Year									
Language Arts	Spanish		K	1	2	3	4	5	6
Mathematics	Spanish	Spanish	90%	80%	70%	60%	50%	50%	50%
Science	Spanish	English	10%	20%	30%	40%	50%	50%	50%
Social Studies	Spanish								

B. Language Development Area

Oral Spanish and *Oral English* scores will be pre-populated for each student.

The classroom teacher will use the drop-down boxes under **Student's Literacy Development in Target Languages** to indicate individual student progress in Reading and in Writing, in each language (Kinder will do Spanish only). The teacher will use the Language Level Descriptors included on the DLI addendum as a rubric for determining student progress in this area.

Student's Literacy Development in Target Languages													No fee Feeds	
	End of K		End of 1st		End of 2nd		End of 3rd		End of 4th		End of 5th		End of 6th	
	Reading	Writing	Reading	Writing	Reading	Writing	Reading	Writing	Reading	Writing	Reading	Writing	Reading	Writing
Spanish	EI	I												
English	NA	NA												
Language Level Descriptors														
Beginning (B)	Students performing at this level of language proficiency may demonstrate little or no receptive or productive linguistic skills. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.													
Early Intermediate (EI)	Students performing at this level of language proficiency continue to develop receptive and productive skills. Oral and written production is usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.													
Intermediate (I)	Students performing at this level of language proficiency begin to tailor their language skills to meet communication and learning demands with increasing accuracy. Oral and written production has usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.													
Early Advanced (EA)	Students performing at this level of language proficiency begin to combine the elements of language in complex, cognitively demanding situations and are able to use the target language as a means for learning in content areas. Oral and written production is characterized by more elaborate discourse and fully-developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.													
Advanced (A)	Students performing at this level of language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order for students at this level to attain native-like proficiency, further linguistic enhancement and refinement are still necessary. Oral and written production reflects discourse appropriate for content areas. Errors are infrequent and do not reduce communication.													

C. Cross-Cultural Awareness and Self-Esteem Area

The classroom teacher will use the drop-down boxes to indicate student's progress on all five indicators.

C. Cross-Cultural Awareness and Self Esteem	
Participates with all peers.	Always
Participates in cross-cultural activities	Always
Uses both target languages in various situations inside and outside of class.	Sometimes
Appreciates cultural differences.	Always
Demonstrates high levels of self esteem.	Sometimes