

## EXPLANATION OF MARKS

### Performance Levels (for Academic/Learning Behaviors)

Grade	Meaning
4	<b>Advanced:</b> Student performance in cluster of standards for the reporting period <b>consistently excels</b> in grade-level expectations as demonstrated by a body of evidence that <u>shows depth of understanding and flexible application of grade level concepts</u> as determined by formal, informal, oral and/or written assessments, and teacher observation.
3	<b>Proficient:</b> Student performance in cluster of standards for the reporting period <b>consistently meets</b> grade-level expectations as demonstrated by a body of evidence <u>that shows independent understanding and application of grade level concepts</u> as determined by formal, informal, oral and/or written assessments, and teacher observation.
2	<b>Approaching:</b> Student performance in cluster of standards for the reporting period is <b>just below grade-level</b> expectations as demonstrated by a body of evidence that <u>shows partial/inconsistent understanding and application of grade level concepts</u> as determined by formal, informal, oral and/or written assessments, and teacher observation.
1	<b>Minimal:</b> Student performance in cluster of standards for the reporting period is <b>far below grade-level</b> expectations as demonstrated by a body of evidence that <u>shows limited understanding and application of grade level concepts</u> as determined by formal, informal, oral and/or written assessments, and teacher observation.
N/A	<b>Not Addressed this Trimester:</b> The standard was not addressed during the current trimester.

### Effort/Learner Behaviors

- E Excellent:** The student consistently meets and regularly exceeds behavioral expectations.
- G Good:** The student regularly meets behavioral expectations.
- S Satisfactory:** The student usually meets behavioral expectations.
- N Needs Improvement:** The student does not consistently meet behavioral expectations.
- U Unsatisfactory:** The student does not meet behavioral expectations.

### Definitions of Special Programs

- GATE** Gifted & Talented Education
- APL** Advanced Primary Learner
- Tier 3 Core Replacement** Core curriculum replaced with alternate curriculum

## HOW DO I READ MY CHILD'S REPORT CARD GRADES?

The Tustin Unified School District Common Core State Standards K-5 Report Cards are standards-based and align with the California Common Core State Standards.

Standards-based grading is meant to guide students toward excellence by measuring proficiency on clear objectives.

Your child will receive Performance Level Grades for the **Overall Content Strands and Clusters of College and Career Readiness (CCR) Anchor Standards**. These grades will be based on your child's performance on grade-specific standards for each grading trimester through multiple modes of assessment and teacher observation.

CONTENT STRAND	READING	T1	T2	T3
	Overall Performance			
	Effort			
CLUSTER →	Literature			
College and Career Readiness (CCR) Anchor Standards	<ul style="list-style-type: none"> <li>Key Ideas and Details</li> <li>Craft and Structure</li> <li>Integration of Knowledge and Ideas</li> <li>Range of Reading and Text Complexity</li> </ul>			
	Informational Text			
	<ul style="list-style-type: none"> <li>Key Ideas and Details</li> <li>Craft and Structure</li> <li>Integration of Knowledge and Ideas</li> <li>Range of Reading and Text Complexity</li> </ul>			
	Foundational Skills			
	<ul style="list-style-type: none"> <li>Phonics and Word Recognition</li> <li>Fluency</li> </ul>			

## EXPLANATION OF ENGLISH PROFICIENCY

### English Proficiency Level

- EO** English Only
- EL** English Learner
- RFEP** Re-designated Fully English Proficient

### CELDT Proficiency 2012-13 and 2013-14

- 1** Beginning
- 2** Early Intermediate
- 3** Intermediate
- 4** Early Advanced
- 5** Advanced

### What does the K-5 Grade Common Core curriculum look like?

- In-depth understanding and mastery of math concepts and skills
- Stronger focus on reading and understanding non-fiction in all subject areas
- Using evidence to support and justify statements rather than relying on opinions or personal feelings
- Literacy skills including academic vocabulary applied in all subject areas
- Read and comprehend increasingly complex texts in order to reach the level of complexity required for success in college courses and the workplace
- Engage in small-group and whole-class discussions using effective speaking and listening skills
- Students will demonstrate 21st century competencies in the areas of Collaboration, Critical Thinking, Creativity, and Communication

### What Parents Need to Know

- The California Common Core State Standards (CCSS) will help all children learn the skills and knowledge to help them become college and career ready when they graduate.
- College and Career Readiness (CCR) application of skills include, but are not limited to the following:
  - Demonstrating independence
  - Making sense of problems and persevering in solving them
  - Constructing viable arguments and critiquing the reasoning of others
  - Utilizing technology, digital media, and appropriate tools strategically
  - Communicating, collaborating, and displaying creativity
- The new standards set clear expectations for what your child should know and be able to do in key areas: **reading, writing, speaking** and **listening, language** and **mathematics**.

Below you will find links to parent resources that will help you learn more about the California Common Core State Standards, so you can work along with your child's teacher and help your child prepare for success in the California Common Core State Standards.

### Resource Links for Parents

California Department of Education CCSS Resources for Parents <http://www.cde.ca.gov/re/cc/ccssresourcesparents.asp>

California State PTA Parent CCSS Resources  
<http://www.capta.org/sections/programs/e-standards.cfm>

The Common Core State Standards  
[www.corestandards.org](http://www.corestandards.org)

## Tustin Unified School District Report to Parents

This report card communicates your child's progress toward mastering the **California Common Core State Standards** in reading, writing, speaking and listening, language and mathematics, as well as progress in additional subject areas and responsibility for learning and behavior.

In order to be evaluated accurately and to make continued progress, your child needs to attend school every day. Continued progress is expected and required for advancement to the next grade level.

You are encouraged to discuss this report card with your child. Please review your child's accomplishments and areas needing improvement that are noted on the report. Recognize and celebrate the progress your child is making; and if necessary, work together to bring about improved achievement. Communicate with your child's teacher about any concerns.

A report card will be issued every twelve weeks of school. A goal setting conference is scheduled with parents during the first trimester. A progress towards goals conference will be held in the spring as needed. Additional conferences may be scheduled at the request of the parent or teacher.

Everyone at your child's school believes ALL children can perform to a high standard. It is important that you work with us in helping your child succeed.

## Tustin Unified School District

# Grade K-5 Report to Parents

### Information and Guide

