

Oceanside School District Elementary Report Card



The Parent-School Partnership

A strong parent-school partnership contributes to a child's success in school. Communication is at the foundation of a successful partnerships.

The report card is one tool we use to provide you with information on the progress your child is making academically and behaviorally.



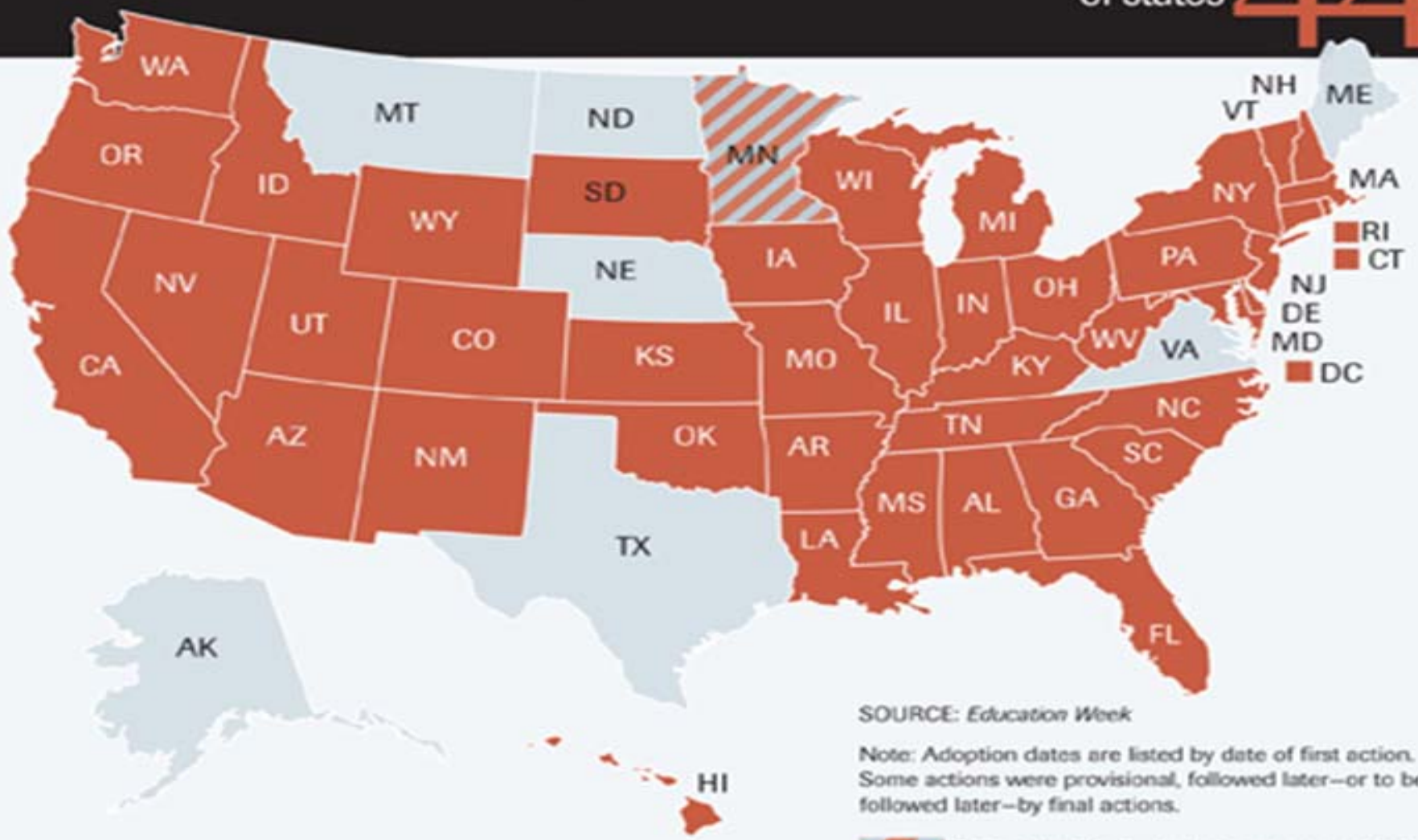
Report Card Update: Our Objectives

1. Share changes in our Report Card
2. Define a Standards-Based Report Card
3. Provide a Snapshot of the Report Card
4. Provide Answers to Frequently Asked Questions

At the Core...

Common-Core Adoptions

Number of states **44**



SOURCE: *Education Week*

Note: Adoption dates are listed by date of first action. Some actions were provisional, followed later—or to be followed later—by final actions.

Report Card Changes

Our new report card is aligned to the Common Core Learning Standards (CCLS) and reflect updates in our curriculum and instruction. Parents will find:

- Category titles and descriptors reflecting the CCLS
- Grading keys reflecting student progress toward Standards (1 to 4 scale)
- Learning Behaviors reflecting student skills necessary to be a successful learner

Standards-Based Report Cards

Essential components of a standards-based system

1. The content standards as outlined by the CCLS that describe what a student should know and be able to do at an identified point in time
2. The standards-based curriculum that a teacher uses to ensure that classroom instruction targets these standards
3. The assessments that a teacher uses to measure learning and the extent to which a student has met each standard
4. The communication tool that allows a teacher to report accurately a student's progress toward meeting standards four times throughout the school year

Snapshot

These indicators are used to report achievement toward meeting the CCLS.

Student progress will be reported quarterly except in areas that are shaded. Shaded areas indicate that a certain skill was not assessed during the quarter.

OCEANSIDE SCHOOL DISTRICT -GRADE 3 REPORT CARD

STUDENT _____ Teacher _____ School _____

ACADEMIC GRADING KEY:

- 4 Exceeding the standards for this marking period
- 3 Meeting the standards for this marking period
- 2 Approaching the standards for this marking period
- 1 Not achieving the standards for this marking period

MATH

Numbers and Operations in Base Ten and Algebraic Thinking

	Q1	Q2	Q3	Q4
Solves problems using addition and subtraction				
Rounds numbers to the nearest ten or hundred				
Fluently multiplies within 100				
Fluently divides within 100				

Numbers and Operations - Fractions

	Q1	Q2	Q3	Q4
Represents fractions on a number line				
Generates and uses equivalent fractions				

Measurement and Data

	Q1	Q2	Q3	Q4
Tells time to the minute and computes time intervals				
Measures and solves problems with liquid volumes and mass				
Measures area				

ENGLISH LANGUAGE ARTS

Reading

	Q1	Q2	Q3	Q4
Reads with accuracy and fluency to support the comprehension of literature				
Reads with accuracy and fluency to support the comprehension of informational text				
Knows and applies grade-level phonics and word analysis skills in decoding words				
Vocabulary				

Teachers report student progress by descriptors in each strand.

Snapshot

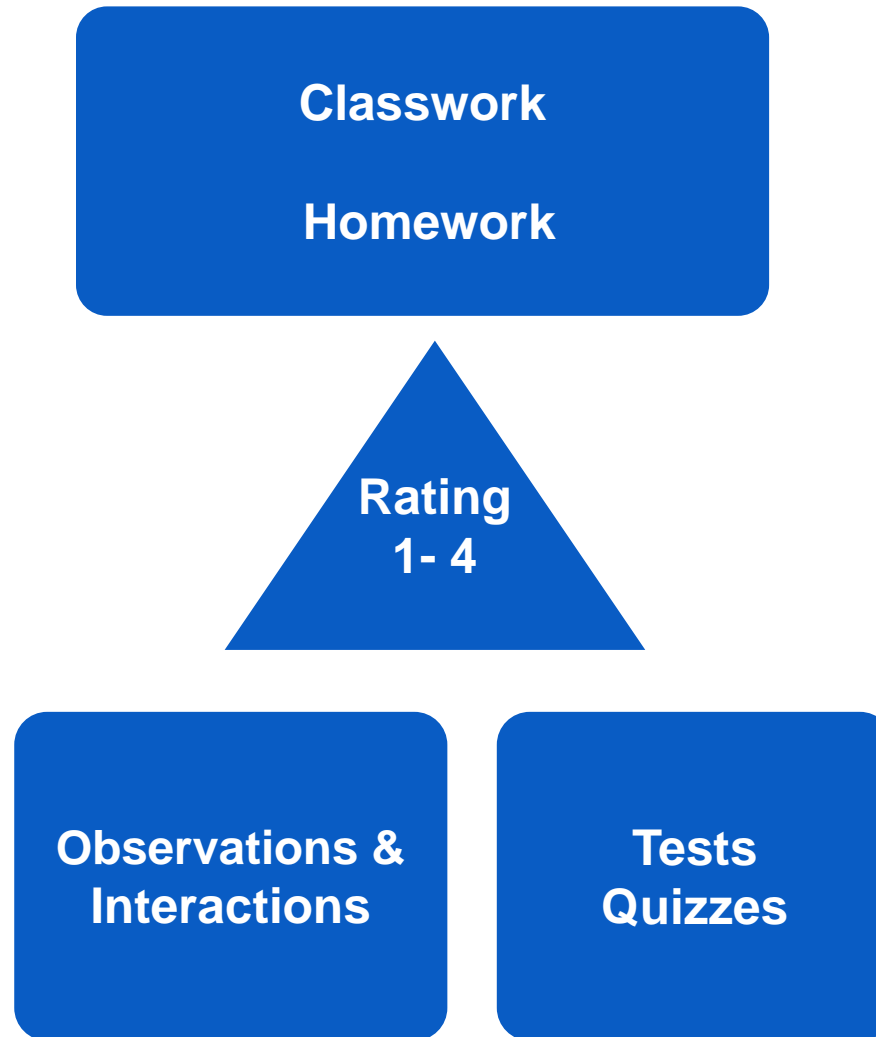
Learner behavior indicators, (AOS), report the development of skills necessary to be a successful learner.

BEHAVIORS RELATED TO LEARNING KEY:
A = Always O = Often S = Sometimes

Behaviors Related to Learning

	Q1	Q2	Q3	Q4
Completes work independently in a careful and timely manner				
Completes homework and comes to class prepared				
Exhibits organizational skills				
Focuses attention during instruction				
Cooperatively engages in group discussions and activities				
Exhibits self-control, responsible behavior, and utilizes SEL strategies				

Evidence Used to Base Ratings - 1-4



Student ratings are assigned based on the frequency and quality of students demonstrating an understanding of a specific standard.

ACADEMIC GRADING KEY DESCRIPTORS

Frequency 4	3	2	1
Exceeding Standards ALWAYS	Meeting Standards OFTEN	Approaching Standards SOMETIMES	Not Achieving Standards INCONSISTENTLY
<p>Quality</p> <ul style="list-style-type: none"> • Demonstrates <u>superior</u> Understanding • <u>Exceeds</u> requirements for grade-level work • <u>Consistently</u> applies and extends learned concepts and skills independently 	<ul style="list-style-type: none"> • Demonstrates and applies knowledge and understanding of learned concepts and skills • <u>Meets</u> requirements for grade-level work • <u>Completes</u> work accurately and independently 	<ul style="list-style-type: none"> • Demonstrates <u>partial</u> Understanding • <u>Beginning</u> to meet requirements for grade-level work • Requires <u>some</u> extra time, instruction, assistance and/or practice 	<ul style="list-style-type: none"> • Demonstrates <u>minimal</u> Understanding • <u>Seldom</u> meets requirements for grade-level work • Requires an extended amount of time, instruction, assistance and/or practice

Frequently Asked Questions

Q: How does a standards-based report card help parents?

A1: Promotes more detailed and meaningful conversations at parent-teacher conferences

A2: Reflects grade level standards and expectations so parents gain a better understanding of student progress

Frequently Asked Questions

Q: Why are not all standards listed on the report card?

A1: A team of teachers and administrators reviewed the CCLS in math and ELA for each grade level and chose descriptors which were considered most significant for student learning at each grade level

Frequently Asked Questions

Q: Is the current 1 to 4 academic grading key comparable to the 1 to 4 key used in previous years?

A1: No. In past years a level 4 indicated that a student was showing strength. A 4 now indicates that a student is **EXCEEDING** the standards

A2: ALL students in grades K to 6 will be evaluated with a 1 to 4 scale (Grade 6 previously received numeric averages)

Frequently Asked Questions

Q: Can a student perform at a level 3 and then move to a greater or lower level in the next marking period?

A1: A student may meet grade-level expectations during the first marking period, but as expectations increase, the student may not demonstrate the same level of proficiency during the next marking period.



Oceanside School District

What's new:

- ☑ The standards based report card
- ☑ The grading key

What remains the same:

- ☑ Our commitment to supporting the academic, social and emotional growth of our students
- ☑ Our dedication to fostering a strong parent-school partnership

