

**San Leandro Unified School District
Elementary Report Card: Frequently Asked Questions**

Why does San Leandro Unified School District have a new Elementary Report Card?

San Leandro Unified School District is aligning its curriculum, assessments, and report cards to the Common Core State Standards (CCSS). Given the shifts in curriculum and standards in Mathematics and English Language Arts, SLUSD has revised its standards based report card for the 2014-2015 school year. In addition, the revised report card includes new standards for our English Language Learner students in the content area of English Language Development (ELD).

How do I know if my child is progressing well?

During this report card revision, we have transitioned to a 4-point marking scale, which aligns with the Smarter Balanced Assessment Consortium (SBAC) performance level descriptors. SBAC is a consortium that has developed the new K-12 state common assessments, which has replaced the California Standards Test (CST). The scale is explained below.

4 – Thorough Understanding	3 – Adequate Understanding	2 – Partial Understanding	1 – Minimal Understanding
Student demonstrates thorough understanding of the ability to apply the knowledge and skills associated with the standard cluster.	Student demonstrates adequate understanding of and ability to apply the knowledge and skills associated with the standard cluster.	Student demonstrates partial understanding of and ability to apply the knowledge and skills associated with the standard cluster.	Student demonstrates minimal understanding of and ability to apply the knowledge and skills associated with the standard cluster.

Student grades are determined based on end-of-year standards mastery. Thus, you'll see lower scores towards the beginning of the year. The goal is to have all students reaching a level of **adequate** or **thorough understanding** in most or all of the standards by the final trimester.

Will I see test scores on the report card?

You will not see specific test scores listed on the report cards. Although assessment results may contribute to overall grades, assessment results are just one measure used by teachers to assess the progress towards standards mastery.

I'm confused by some of these categories on the report card. For example, what does *Text Types and Purposes* mean?

The items listed below the subject headings of **Math, Reading, Writing, Language & Speaking and Listening** are the domain areas for the Common Core State Standards. *Text Types and Purposes* is one of the domains for the writing standard. Within that category the teacher is assessing student writing in three genres; narrative, opinion, and expository writing. To see the specific standards for your child's grade level visit [Core Standards Website](#).

My child didn't receive a score for English Language Development. What does the English Language Development (ELD) grade signify?

Not all students receive scores for the English Language Development section of the report card. The ELD program is provided to students that are identified as **English Learners** based on the home language survey and their progress towards English proficiency as measured by the California Language Development Test (CELDT). For more information, please visit the following link to the ELD Standards on the California Department of Education website.

<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

What is the difference between Collaborative, Interpretive, Productive in the ELD section of the new Report Card?

Collaborative, Interpretive, and Productive are descriptors that correspond to the *Modes of Communication* section in Part 1 of the ELD standards. *Collaborative*, describes how the student engages in dialogue with others. *Interpretive*, describes the student's comprehension and analysis of written and spoken text. *Productive*, describes the student's creation of oral presentations and written texts. Teachers are assessing the progress students are making towards English proficiency on these standards in these key areas of language development.

Why are there multiple comment sections on the second page of the report card?

The second page of each report card has three separate comment sections.

- The **Strength(s)** section is where the teacher selects specific standards that the child has demonstrated as their strength(s) during that trimester.
- The **Area(s) of Need** section is where the teacher selects specific standards with which the child has struggled during the past trimester.
- The **General Comments** section provides the teacher an area to write more specific comments regarding the child's progress. In this section, the teacher may include more helpful information that relates specifically to your son/daughter.

What does it mean when my child has a checkmark in the *At Risk of Retention* section of the report card?

Teachers will select this option if the child is struggling to grasp the grade level standards. A child receiving scores mostly in the **minimal understanding** level on different standards domains might be at Risk of Retention. By completing this section, the teacher is alerting the family that the child is in need of further support. Please see the classroom teacher for further information and to discuss possible interventions to support your child's progress.

Who should I contact if I have further questions not addressed in the FAQ?

Please contact your school site principal with further questions regarding the new report card.