Elementary CCSS-Aligned Report Card Pilot
2014-15

SPAC
JANUARY 23, 2015

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Shannan Brown, SJTA President
Agenda

- Background Information
- The Pilot Process
- The Pilot Schools
- The CCSS Report Card
- Support & Guidance
- Next Steps
During 2013-14, **SJTA and the district agreed on a process** for developing a Common Core State Standards (CCSS) aligned report card.

A **joint committee** was created of teachers, administrators, an SJTA representative and two district leaders from the elementary division.

The committee created a **survey** that went out to all elementary teachers with the goal of gathering input about the report card.

After the survey data was collected, the **committee identified common themes and created a draft template**.

In late spring, the **draft template was sent out to all elementary teachers and principals for feedback**. The major themes were compiled and used to make adjustments.
The Pilot Schools

- Carmichael
- Del Dayo
- Dewey
- Gold River
- Howe
- Kingswood
- Oakview
- Orangevale Open
- Pershing
- Sierra Oaks
- Twin Lakes

Representative of the district:

- Type and configuration
- Regions
- Demographics
# The CCSS Report Card

## 4th Grade Template

<table>
<thead>
<tr>
<th>Student Information</th>
<th>Attendance</th>
<th>TR1</th>
<th>TR2</th>
<th>TR3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td>Days Enrolled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student ID</td>
<td>Days Absent</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reading Overall**
- **Reading Literature**
  - Key ideas and Details
  - Craft and Structure
  - Integration of Knowledge and ideas
  - Range of Reading and Complexity of Text

**Reading Informational**
- Key ideas and Details
- Craft and Structure
- Integration of Knowledge and ideas
- Range of Reading and Level of Text Complexity

**Reading Foundational Skills**
- Phonics and Word recognition
- Fluency

**Writing Overall**
- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

**Speaking & Listening Overall**
- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

**Language Overall**
- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

## 4th Grade Standards Report Card

### Math Growth Progress

**Math Overall**
- Operations and Algebraic Thinking
  - Use the four operations with whole numbers to solve problems.
  - Gain familiarity with factors and multiples.
  - Generate and analyze patterns.

**Number and Operations In Base Ten**
- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

**Number and Operations—Fractions**
- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

**Measurement and Data**
- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.

**Geometry**
- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
The CCSS Report Card

4th Grade Template

<table>
<thead>
<tr>
<th>Academic Marks</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Below</td>
</tr>
<tr>
<td>2</td>
<td>Approaching</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
</tr>
<tr>
<td>4</td>
<td>Advanced</td>
</tr>
<tr>
<td>(Blank)</td>
<td>Same as “Overall”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effort and Growth Progress Marks</th>
<th>Mark</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E</td>
<td>Exceeding Expectation</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>Meeting Expectation</td>
</tr>
<tr>
<td></td>
<td>L</td>
<td>Limited Progress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Successful Practices</th>
<th>Mark</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>Always</td>
</tr>
<tr>
<td></td>
<td>O</td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>R</td>
<td>Rarely</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4th Grade Standards Report Card</th>
<th>Teacher Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Juan Unified School District</td>
<td>Printed 9/9/2014 Page 2 of 3</td>
</tr>
<tr>
<td>Elementary School Name</td>
<td></td>
</tr>
<tr>
<td>Principal Name</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4th Grade Standards Overall</th>
<th>TR1</th>
<th>TR2</th>
<th>TR3</th>
</tr>
</thead>
<tbody>
<tr>
<td>History/Social Science Standards Overall</td>
<td>Demonstrates an understanding of physical and geographical features of California; describes the life among Californians throughout history; explains how California became an agricultural and industrial power; understands the functions and powers of local, state and federal government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Standards Overall</td>
<td>Understands grade-level concepts in life, physical, and earth science; applies skills of investigation, experimentation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Language Development Standards</th>
<th>TR1</th>
<th>TR2</th>
<th>TR3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Towards Language Proficiency (Overall)</td>
<td>Interacting in Meaningful Ways</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning About How English Works</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Using Foundational Literacy Skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fine Arts/Physical Education</th>
<th>TR1</th>
<th>TR2</th>
<th>TR3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>Effort</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>Effort</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Effort</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Successful Practices</th>
<th>TR1</th>
<th>TR2</th>
<th>TR3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self/Persistence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth Mindset</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gratitude</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curiosity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constructive Collaboration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Discipline – Interpersonal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Discipline – Schoolwork</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interventions</th>
<th>TR1</th>
<th>TR2</th>
<th>TR3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior</td>
<td></td>
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</tbody>
</table>
The CCSS Report Card

4th Grade Template
What are the Successful Practices?

- Demonstrates grit/perseverance
- Exhibits a growth mindset
- Demonstrate gratitude
- Demonstrates curiosity
- Constructively collaborates
- Demonstrates self discipline – Interpersonal skills
- Demonstrates self discipline – Class work & Homework
Why Focus on the Practices?

Research has proven:

- IQ is not static, nor a predictor of future success.
- Over time, optimism, curiosity, self control and grit have been shown to be important qualities to lifelong learning and success in the workplace.
- The ability to persevere through academic challenges, translates to a thirst for greater knowledge and the ability to face challenges in life.
Grit

- Tries hard even after experiencing failure
- Stays committed to goals and projects (long term)
- Keeps working hard even when s/he feels like giving up
- Stays committed to work until it is completed
How can I use the practices at home?

- Avoid labels and give growth-mindset praise.

- Shift your child’s attention to the process that led to the outcome (i.e., cause and effect).

- Get curious about your child’s work through questioning.

- Help children become curious about mistakes.

- Help children talk back to negative self-talk.

- Model a growth-mindset.
Support for All Elementary/K-8 Schools

- CCSS Pamphlets
- Translated Documents
- Bridging Tools
  - Bridging from the Content Standards to the CCSS
  - Talking Points
  - Assessment Tools & Strategies
  - Support for Special Educators
  - Support for Teachers of English Learners
  - Support for Parents & Families
Successful Practices

- Provide on-going instruction and parent education.
- Begin markings the 2nd trimester.

Parent/Teacher Conferences

- Teachers use the grade level CCSS brochure to help parents understand the new standards.
- Teachers provide evidence of a child’s progress such as work samples, reading level, etc.
- Teachers use the Bridging Tools to help guide parents in helping their children at home.
Resources for Parents/Guardians

Online Resources
“The Key to Success: Grit” by Angela Duckworth
http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit?language=en#

Books
• *How Children Succeed*, by Paul Tough
• *Choice Words*, by Peter Johnston
• *Opening Minds*, by Peter Johnston
• *Mindset*, by Carol Dweck
Next Steps

- Facilitate feedback loops
  - Parents (SPAC, DELAC, pilot schools, etc.)
  - Students
  - Teachers & Principals
- Provide more “Successful Practices” support
  - Parent Education Tools
  - Professional Development Tools
- Refine the Bridging Tools
  - English Learner Support: Instruction, Assessment & Grading
  - Formative Assessment & Grading
- Begin calibration work at some schools
- Plan full scale implementation for 2015-16
Support to Parents/Guardians

SPAC Questions and Feedback

Thank you!