



**Cambrian School District  
Elementary Standards-Based Report Card - A New Look**

Over the past few years, a team of teachers and administrators has been engaged in redesigning the elementary report cards. Through our research and exploration of best practice, we have created a new reporting document that we believe will serve our families better.

For those who have attended a Cambrian school in the past, you will recall that our previous report cards were quite lengthy. The feedback we received from both families and teachers reflected the desire for condensed and salient information to be conveyed, giving families a clear picture of student progress and achievement at the grade level.

**What Do Families Need to Know?**

In CSD, we send report cards home to families of all students in grades TK-5 after the end of each trimester. Teachers use Standards-Based Report Cards to ensure that all students' progress is measured toward the same standard goals.

**What to look for on your child's report card.**

Proficiency Levels Rubric: The purpose of the report card is to describe students' learning progress to their parents and others, based on the Common Core learning expectations for each grade level. The standards state what students should know and be able to do at the end of the year. The scores that your child receives indicate how he/she is doing at this point in time.

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
<b>Exceeded</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>	Not assessed or introduced at this time.
The student demonstrates an exemplary and deeper understanding of, and ability to apply, the knowledge and skills beyond what is specified in the standards	The student demonstrates a proficient understanding of, and ability to apply, the knowledge and skills specified in the standards.	The student demonstrates a developing understanding of, and ability to apply, the knowledge and skills specified in the standards.	The student demonstrates a beginning understanding of, and ability to apply, the knowledge and skills specified in the standards.	
Grade level expectations are not only met but exceeded in the classroom setting. For example: <ul style="list-style-type: none"> <li>Shows initiative, challenges himself or herself, and demonstrates this advanced knowledge at school.</li> <li>Learning is not only absorbed but applied. Written work and conferences reflect thought that is rigorous and insightful.</li> <li>All work is completed with care and proofread thoroughly.</li> <li>The student takes responsibility for his or her learning. Questions are not only answered but expounded upon, demonstrating deeper understandings.</li> </ul>	Grade level expectations are met consistently. For example: <ul style="list-style-type: none"> <li>Student consistently completes work accurately and exhibits understanding</li> <li>Understanding of skills and content is displayed but deeper understanding is not pursued or conveyed.</li> <li>Student doesn't need to be prodded or pushed to complete work or stay on task.</li> </ul>	Grade level expectations are developing. For example: <ul style="list-style-type: none"> <li>Student is developing understanding of concept, but does not yet have repeated mastery.</li> <li>Student requires consistent instructional attention and is not consistently independent with the concept.</li> <li>Classroom work is attempted but oftentimes requires remediation.</li> <li>Student is not able to work independently on grade level task.</li> </ul>	Grade level expectations are rarely met and need improvement. For example: <ul style="list-style-type: none"> <li>Student exhibits, basic, inconsistent understanding of concepts and learning material.</li> <li>Student requires constant guidance and assistance from teachers to complete tasks.</li> <li>Classroom work is attempted, but rarely completed without extensive assistance and correction.</li> <li>Student often is inattentive and distracted. Staying on task is challenging.</li> <li>Skills are emerging but require considerable growth and refinement.</li> </ul>	



Content Standards describe academic subjects, such as Language Arts, Mathematics, Science and Social Studies. Your child's progress in each of these standards is indicated by Proficiency Levels numbers 1 through 4. A score of 3 means your child is meeting the grade level standard expectation at that point in time. This indicates that a student has mastered the skill or concept. Some students may receive a score of 4, which means their learning is currently exceeding the grade level standard. A score of "4" does not translate to grade acceleration, however, it does indicate a deeper than required understanding of the skill as expected at that grade level and that the child may need to be challenged in that area. Students receiving a score of 1 or 2 may need support or additional time to meet the grade-level standard by the end of the year. An "N" means that your child's teacher has not assessed/introduced this standard.

Performance in Successful Learner Behavior, Mathematical Practices, Physical Education & Development, and Music & Art is reported using Learning Behaviors symbols "+, √, -," to indicate Consistently applies, Frequently applies, and Inconsistently applies. An "N" means that your child's teacher has not assessed/introduced this learning behavior.

Each marking period, the complexity required for mastery of that outcome builds. Therefore, it is possible for a child to fluctuate in his/her level of mastery as the year and complexity progress. These proficiency level indicators are detailed on the **CSD Parent's Guide to the Report Card**. As always, you may contact your child's teacher with any questions you may have. (To access the Parent Guide, go to <https://www.cambriansd.org/Page/1949>)

In addition, we are currently engaged in the implementation of the new Next Generation Science Standards and History-Social Studies Standards. Our teachers, administrators, and curriculum developers will be engaged in important alignment work to the new Next Generation Science Standards(NGSS) and 2016 History-Social Science Standards in the next few years as we continue to add new instructional resources to the classrooms. Some changes have been made to the report card in these areas to reflect these new standards and resources but may or may not be assessed in 2018-19, but we expect a full redesign of the report cards to address both the NGSS and the 2016 History-Social Studies standards in the 2019-2020 school year.

### **The Importance of School Attendance**

Encouraging regular school attendance is one of the most powerful ways you can prepare your child for success—both in school and in life. Your child's attendance per trimester, including days absent or late, will be listed. Please review this information carefully. Being on time to school each day is important. Students who are tardy or absent regularly miss out on valuable instruction time, which can lead to lower scores on their report card.

### **For English Learner Students**

This year's standards-based report cards include NEW standards for students who are learning English. State and federal law require that local educational agencies administer a state test of English Language Proficiency (ELP) to eligible students in kindergarten through grade twelve. The English Language Proficiency Assessment for California (ELPAC) is aligned with California's 2012 English Language Development Standards and is comprised of two separate ELP assessments:

- Initial ELPAC—an initial identification of students as English learners
- Summative ELPAC—an annual summative assessment to measure an English learner's progress in learning English and to identify the student's ELP level

If your child receives specialized English Language Development (ELD) instruction, then he or she will receive an additional score, one for the Initial ELPAC and one for the Summative ELPAC.

The Initial Assessment is used to identify students as either an English learner who needs support to learn English, or as proficient in English.



Initial Levels	Initial Descriptors
<b>Initial Fluent English Proficient (IFEP)</b>	Students at this level have <b>well developed</b> oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English. (2012 ELD Standards Proficiency Level = “Bridging”)
<b>Intermediate English Learner</b>	Students at this level have <b>somewhat to moderately developed</b> oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics. (2012 ELD Standards Proficiency Level Range = Entire “Expanding” through the lower level of “Bridging”)
<b>Novice English Learner</b>	Students at this level have <b>minimally developed</b> oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English. (2012 ELD Standards Proficiency Level = “Emerging”)

The Summative ELPAC Assessment:

- Is given each spring to students who have been identified as English learners
- Includes questions about Listening, Speaking, Reading, and Writing
- The four ELPAC levels shown in the table below describe what students at each performance level on the ELPAC can typically do in English.

ELPAC Levels	Level 1	Level 2	Level 3	Level 4
<b>ELD Standards Proficiency Levels</b>	<b>Emerging</b> —Requires substantial linguistic support	<b>Expanding</b> —Requires moderate linguistic support	<b>Bridging</b> —Requires light linguistic support	

Children with emerging language needs need more support than students who are expanding or bridging into the consistent and effective use of English.

Your child’s ELPAC results:

- Are one measure of English proficiency that should be viewed with other available information, such as classroom tests, assignments, and grades
- Can be used to help talk to your child’s teacher about your child’s progress in English language development
- Can be used to determine if a student is ready to be reclassified as fluent English proficient (RFEP)

**NOTE:** The ELD standards on the report card will be blank if your child is NOT in an ELD program.

We hope that this new report card will provide our families with meaningful information about student progress. As a district, this standardized system will allow us to better serve our students through consistent, personalized learning opportunities. Your feedback is important to us. Please take a few minutes to complete the short survey at the link below to share your thoughts about this new reporting format. We will use your input, and that of our teachers and administrators district-wide, to refine and improve our report cards for the 2019-2020 school year.

**Elementary Report Card Survey of Families:** <https://goo.gl/forms/tzxjxBOHkzRstorq1>

Your child’s report card is only one of many ways that schools keep you informed about student progress. If you have questions about what your child is learning or how to help your child, discuss them with his or her teacher. Children learn best when families and teachers work together.

Sincerely,

Linh Nguyen  
Assistant Superintendent of Educational Services