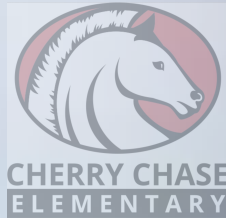


Coffee with the Principal

December 1, 2022



Understanding Your Child's Report Card



Cherry Chase Elementary
2020-2021
3rd Grade Report Card

Grade
5

Days Absent: 0
Days Tardy: 0

To the parents of:

Student ID: 132163

Proficiency Level

4 - Standard Met
3 - Standard Nearly Met
2 - Standard Partially Met
1 - Standard Not Met

Lifelong Learning Skills

4 - Skill Met
3 - Skill Nearly Met
2 - Skill Partially Met
1 - Skill Not Met

P indicates participation in an asynchronous learning assignment
N indicates no participation in an asynchronous learning assignment

Mathematics	T1	T2	T3
Operations and Algebraic Thinking			
Number and Operations in Base Ten			
Number and Operations-Fractions			
Measurement and Data			
Geometry			
Mathematical Practices			

Language Arts	T1	T2	T3
Reading - Literature			
Reading - Informational Text			
Reading Skills - Phonics and Fluency			
Writing			
Speaking and Listening			
Language			

History/Social Science	T1	T2	T3
Geography			
Exploration and Settlement			
Government and Economics			

Science	T1	T2	T3
Forces and Interactions			
Environmental Impacts on Organisms			
Life Cycles and Traits			
Earth's Systems			
Sci. Engineering Practices/CrossCutting Concepts			

Physical Education	T1	T2	T3
Motor Skills			
Sportsmanship			

Visual & Performing Arts	T1	T2	T3
Participation			

Lifelong Learning Skills	T1	T2	T3
Follows school and classroom expectations			
Respects people and property			
Consistently completes and returns assignments			
Contributes collaboratively			
Organizes self and materials			

T1 Comments: _____

T2 Comments: _____

T3 Comments: _____

Report cards are sent home three times a year with your child:

1. Trimester 1 November 18, 2022
2. Trimester 2 March 10, 2023
3. Trimester 3 June 7, 2023



Sunnyvale School District Grading Scale

4 Standard Met

- demonstrates an understanding of the material explicitly taught and practiced in class
- may still be some errors that do not interfere with the key concept

3 Standard Nearly Met

- demonstrates basic understanding of the material explicitly taught and practiced during class,
- still lacks some key conceptual understanding.
- some errors or omissions when demonstrating key concepts of the content

2 Standard Partially Met

- beginning to demonstrate an understanding of the simple ideas that were explicitly taught and practiced during class
- significant conceptual errors that impede their understanding of key concepts

1 Standard Not Met

- demonstrates limited understanding of the basic ideas and/or has difficulty retaining the material explicitly taught and practiced during class
- consistent errors or omissions when identifying the key concepts of the content

Kindergarten Report Card

Letters and Sounds

UPPERCASE	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
lowercase	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
sounds	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
long vowel sounds	a				e				i						o						u					

Sight Words

a	am	an	and	at	can	come	do	go	he
here	I	in	is	it	like	look	me	my	no
said	see	she	the	to	up	we	went	you	(name)

Counting and Cardinality

#s Recognize	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
#s Write	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Counting	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Literacy

	<u>T1</u>	<u>T2</u>	<u>T3</u>
Recognizes and names all upper and lowercase letters			
Demonstrates knowledge of 1-to-1 letter-sound correspondences			
Reads grade-level texts			
Discusses familiar books with key details			
Asks and answers questions about key details in a book			
Reads CVC words (ex: cat /c/ /a/ /t/)			
Differentiates between fiction and nonfiction			

Math

	<u>T1</u>	<u>T2</u>	<u>T3</u>
Counts, writes, and identifies numbers 0-20			
Says number names			
Understands how quantities of objects match written numbers (1:1 correspondence)			
Compares groups of objects using greater than, less than, or equal to			
Adds and subtracts within 10 using objects			
Correctly names and describes shapes			
Counts to 100			
Counts forward from a given number			
Builds numbers 11-19 [ex: 18=10+8]			
Mathematical Practices			

Writing

	<u>T1</u>	<u>T2</u>	<u>T3</u>
Writes first name (begins with a capital letter and the rest in lowercase)			
Tells a story and stays on topic			
Draws pictures using details and many colors to tell a story			
Uses sounds to write unknown words (phonetic spelling, example: bic for bike)			
Writes known words (sight words)			
Writes with the reader in mind			
Revises writing based on feedback			
Forms letters correctly (handwriting)			

Science

	<u>T1</u>	<u>T2</u>	<u>T3</u>
<u>Forces & Motion</u>			
Describes motion of an object using "push" and "pull" and how to change the motion of an object			
<u>Animal, Plants & Their Environment</u>			
Describes what plants and animals needs and their habitats and solutions that reduce human impact			
<u>Earth's Land, Air, & Water</u>			
Describes characteristics of land formations and changes in weather/ seasons			
Identifies resources from Earth and how to conserve them			
<u>Sci. Engineering Practices</u>			
Uses scientific practices such as asking questions, analyzing data, etc.			

Kindergarten Report Card

Social Studies

People & Citizens Over Time

Identify and describes community helpers and their jobs

Puts events in order using a calendar, placing days, weeks, and months

Understands that history relates to events, people, and places in the past

Geography

Distinguished between land and water on a map

Identify traffic & map symbols and construct maps/models of neighborhoods

Government

Understand that a good citizen involves acting in certain ways

Learn examples of honesty, courage, determination, & individual responsibility

T1 T2 T3

Behavior, Social & Emotional Skills

Speaks in complete sentences

Follows 2-step directions

Follow routines independently

Participates in class discussions

Completes classwork/ stays on task

Plays well with others

Demonstrates perseverance

Accepts responsibility for actions

Listens attentively during instruction

Follows basic health and safety rules

Works well with peers

Uses materials appropriately

Demonstrates self-control

Expresses needs and feelings

Organizes self and materials

T1 T2 T3

Physical Education

Motor Skills

Sportsmanship

T1 T2 T3

Visual & Performing Arts

Participation

T1 T2 T3

First Grade Report Card

Mathematics

	T1	T2	T3
Operations and Algebraic Thinking	4		
Number and Operations in Base Ten			
Measurement and Data			
Geometry			
Mathematical Practices	4		

Language Arts

	T1	T2	T3
Reading - Literature	4		
Reading - Informational Text	4		
Reading - Foundational Skills	3		
Writing	3		
Speaking and Listening	4		
Language	3		

History/Social Science

	T1	T2	T3
Geography			
People and Citizens Over Time			
Government and Economics	4		

Science

	T1	T2	T3
Waves: Light and Sound	3		
Structure, Function, and Information Processing			
Space			
Sci. Engineering Practices/CrossCutting Concepts	4		

Physical Education

	T1	T2	T3
Motor Skills	4		
Sportsmanship	4		

Visual & Performing Arts

	T1	T2	T3
Participation	4		

Lifelong Learning Skills

	T1	T2	T3
Follows school and classroom expectations	4		
Respects people and property	4		
Consistently completes and returns assignments	4		
Contributes collaboratively	4		
Organizes self and materials	4		

3rd grade Report Card

Mathematics	T1	T2	T3
Operations and Algebraic Thinking	2		
Number and Operations in Base Ten	2		
Number and Operations-Fractions			
Measurement and Data	2		
Geometry			
Mathematical Practices	1		

Language Arts	T1	T2	T3
Reading - Literature	3		
Reading - Informational Text	2		
Reading Skills - Phonics and Fluency	2		
Writing	2		
Speaking and Listening	3		
Language	3	1	

History/Social Science	T1	T2	T3
Geography	2		
Exploration and Settlement			
Government and Economics			

Science	T1	T2	T3
Forces and Interactions			
Environmental Impacts on Organisms			
Life Cycles and Traits			
Earth's Systems	3		
Sci. Engineering Practices/CrossCutting Concepts			

Physical Education	T1	T2	T3
Motor Skills	4		
Sportsmanship	4		

Visual & Performing Arts	T1	T2	T3
Participation	4		

Lifelong Learning Skills	T1	T2	T3
Follows school and classroom expectations	4		
Respects people and property	4		
Consistently completes and returns assignments	2		
Contributes collaboratively	4		
Organizes self and materials	3		

English Language Development- ELD

SECTION 1 English Proficiency Levels and Descriptors				
Summative ELPAC	Minimally Developed (1)	Somewhat Developed (2)	Moderately Developed (3)	Well Developed (4)
ELD Proficiency Levels	Emerging (EM)	Expanding (EXP)		Bridging (BR)
General description of student's language ability at each level	<ul style="list-style-type: none"> • progresses very quickly • uses English for immediate needs • begins to understand and use academic vocabulary and features of academic language • needs substantial support 	<ul style="list-style-type: none"> • increases his/her English skills in more contexts • learns a greater variety of vocabulary and linguistic structures and applies them in more sophisticated ways • needs moderate support 		<ul style="list-style-type: none"> • learns and applies a range of high-level English language skills in a variety of contexts • transitions to full engagement in grade level academic tasks in all content areas • needs limited support

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SECTION 3		PROGRESS on the COMMON CORE ENGLISH LANGUAGE DEVELOPMENT STANDARDS			
			T1	T2	T3
PART 1	Collaborative	1. Shares information and ideas with others through oral communication on a variety of social and academic topics.			
		2. Interacts with others through written English, technology, and multimedia.			
		3. Uses appropriate language to support his/her own opinions, negotiate with and persuade others.			
		4. Uses language that is appropriate for various situations.			
	Interpretive	5. Listens actively to spoken English in social and academic settings.			
		6. Reads text and views multimedia carefully to explain and interpret ideas presented.			
		7. Evaluates how well speakers and writers use language to present and support ideas and opinions.			
		8. Analyzes how well speakers and writers use language to explain, persuade, entertain, etc.			
	Productive	9. Shares information and ideas in oral presentations, on academic topics.			
		10. Writes stories and reports to present, describe or explain ideas and information.			
		11. Supports his/her own opinions or arguments and evaluates others' opinions or arguments orally and in writing.			
		12. Selects and applies precise vocabulary and language to effectively communicate.			
PART II	How English Works	1. Understands how stories, poems and informational text are organized.			
		2. Understands how to write stories and information in a connected manner so that a text flows and has meaning.			
		3. Uses verbs and verb phrases appropriately for the grade level.			
		4. Uses nouns and noun phrases appropriately for the grade level, to expand ideas and provide more detail.			
		5. Modifies with adjectives and adverbs to add details.			
		6. Connects ideas using appropriate vocabulary.			
		7. Condenses and summarizes ideas.			

Trimester 1 Academic information

Grade	Reading Level Benchmark	Writing Genre
K	AA/A	–
1	F	Opinion
2	K	Opinion
3	N	Narrative
4	Q	Informational
5	T	Informational

Talking to Your Child About Report Cards

- Stay positive
- Avoid comparing your child to others
- Listen to the your child
- Focus on the big picture

Remember, the report card is a tool to communicate where your child is on the path to mastery of the standards by the end of the year.

Conversation Starters

Conversation Starters for Building Relationships and Communicating with Teachers



What to Say...	Purpose
<p>"Thank you for..."</p> <p>"I appreciate..."</p>	<p>Starting a conversation by thanking the teacher sets a positive tone and lets the teacher know you appreciate their efforts.</p>
<p>"What will they be learning this week?"</p> <p>"What is the goal of this assignment?"</p> <p>"How can I include these skills in daily activities we are already doing at home?"</p>	<p>Asking questions is a way to build partnerships and ensure you and the teacher are working towards the same goals for your child. Understanding the intent behind a particular assignment could also inspire you with activities you are already doing at home with your child.</p>

Report Card Parent Guides

Parent Guides to the Report Card in English

- [Kinder](#)
- [First Grade](#)
- [Second Grade](#)
- [Third Grade](#)
- [Fourth Grade](#)
- [Fifth Grade](#)

Guías Para Padres a las Cartas de Calificaciones

- [Gardin de Niños \(kínder\)](#)
- [Primer Grado](#)
- [Segundo Grado](#)
- [Tercer Grado](#)
- [Cuarto Grado](#)
- [Quinto Grado](#)

For languages other than English and Spanish, [Google Translate Documents](#) can help.

Additional Report Card Resources

[ELD Standards](#)

[Common Core Standards](#)

[How to talk to your kid about report cards - Today's Parent](#)

[Talking to Your Child about Report Cards - FamilyEducation](#)

The background of the slide is a photograph of a classroom. On the left, there are bookshelves filled with books. On the right, the arm and shoulder of a child wearing a dark blue shirt with a white graphic are visible. Overlaid on the image is a large green circle and a dark grey rectangle. A diagonal grey line runs from the top left to the bottom right, passing through the green circle and the dark grey rectangle. Several white plus signs are scattered across the image, including one inside the green circle and others on the dark grey rectangle and the background.

nwea

map GROWTH

See their needs. Close the gaps. Help them grow.

What is...



map GROWTH

nwea

What information will I receive from my child's school?

ID: 111111

Name: Christopher Albert

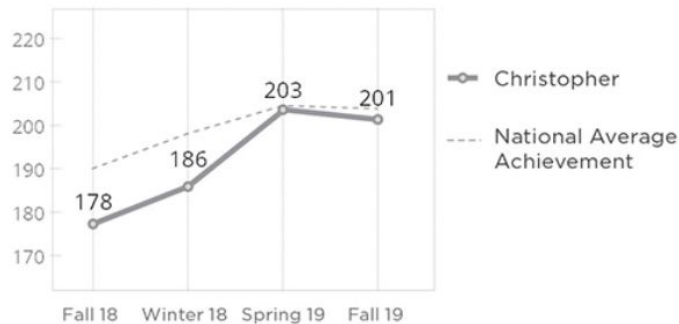
Grade: 4

Smith Elementary



Mathematics

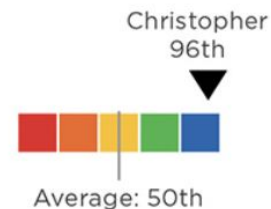
Average Achievement 47th Percentile



Christopher's overall score (RIT score) was 201 on a scale of 100–350. Your child is in the 47th percentile, which means they scored better than 47% of their peers.

High Growth 96th Percentile

Your child's growth from Fall 2018 to Fall 2019 is in the 96th percentile, which means they made more progress than 96% of their peers.



Christopher is likely to be:

- *Basic* on the Ohio State Test (if taken in Spring 2020)

What information will I receive from my child's school?

How can I use this information to help my child? Talk to your child's teacher. Here are some questions you can ask:

- What types of strategies are the teachers using that I may be able to reinforce at home?
- Does my child need extra help in any specific areas?
- How can I help my child's academic growth from home?
- How do you measure my child's learning in your classroom?
- When will my child's progress be measured again, and when can I get an update on my child's academic growth?
- How is my child doing in comparison to grade-level expectations?
- What will my child be working on to continue growing or to grow towards a mastery of grade-level standards?

What is a RIT Score?

- The RIT score represents a student's achievement level at any given moment
- The RIT score helps measure student's academic growth over time.
- The RIT scale is a stable scale that measures student performance to see how much they grow between tests

How often will my child take MAP Growth?

Grade 1	Math	Trimester 1 (October/November) Trimester 2 (January/February)
Grade 2	Math	
Grade 3	Reading and Math	
Grade 4	Reading and Math	
Grade 5	Reading and Math	

How long is MAP Growth?

- Most students take around 45-55 minutes to complete a MAP Growth test.
- The test is untimed and students may take as much time as they need to complete it.

Is MAP Growth a standardized test? How is it different from “high-stakes” tests?

- Administered periodically during the school year
- Adjusts to each student's performance
- Designed to measure student achievement in the moment and growth over time (regardless of level)
- By the end of the test most student will have answered about half of the questions correctly
- The purpose of the test is to determine what the student knows and is ready to learn next
- Teachers receive immediate results that show where there might be common learning opportunities in the class.

How do schools and teachers use MAP Growth scores?

- NWEA provides many reports
- Teachers can monitor progress on individual students and of their class as a whole
- Teachers use RIT scores combined with formative assessment to develop classroom level strategies for equitable classroom instruction
- Growth data can be used to help students set goals and understand how much they need to learn to achieve their goals
- Principals can use the scores to see the performance and progress of a grade level overtime

What types of questions are on the MAP Growth tests?

Are there sample tests?

- Multiple choice
- Drag and drop
- Other types of question

How can I help my child prepare for MAP Growth?

- The classroom teacher will help with pre assessment instructions
- Make sure your child is well rested and fed (just like any school day)
- Encourage your child to do their best

Nwea Resources

[12 common questions parents ask about MAP Growth](#)

[NWEA Short Sample Tests](#)

[Family Toolkit - NWEA](#)

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