Standards Based Report Card

PARENT INFORMATION

The San Francisco Unified School District uses a Standards Based Report Card to help parents, students, and teachers have a clearer understanding of student achievement in meeting California standards. The Standards Based Report Card is used as a communication tool to insure that parents, students, and teachers are aware of, and are monitoring, ongoing student achievement.

NEW THIS YEAR:

· The school year will be divided into 3 Trimesters, instead of the traditional four quarters. Teachers will only prepare report cards 3 times over the course of the year.

· Parent Conferences will occur at the end of the 1st and 2nd report periods: mid-November and mid-February.

· A student’s grade should never be a surprise when the report card comes. So, if there are specific concerns about a student’s progress within the first 7 weeks of school, a Progress Report should be filled out and discussed with the student and the parent/guardian so that interventions may begin as soon as possible and the student can work toward meeting grade-level expectations. If a student meets or exceeds the standards (3 or 4) in the early part of the school year, "challenge" activities should be planned.

· There will be a new English Language Development (ELD) section of the report card that will inform parents of English Learners of their child's progress in English and the language skills their child is learning in the following areas:

  Listening
  Speaking
  Reading
  Writing

Standards Based Report Cards give parents more information about their children’s achievement. They list the most important skills students should learn in a subject for a particular grade level. Instead of letter grades, students receive marks that show how well they have mastered a skill. The student is not competing against other students. The student’s performance level is indicated in the following table.

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Need more time/practice to develop</td>
</tr>
<tr>
<td>2</td>
<td>Approaching the standard</td>
</tr>
<tr>
<td>3</td>
<td>Meets the standard</td>
</tr>
<tr>
<td>4</td>
<td>Exceeds the standard</td>
</tr>
<tr>
<td>/</td>
<td>Not assessed this quarter</td>
</tr>
</tbody>
</table>
Teachers use multiple measures to determine a rating for a student. Some of the assessment tools include district common assessments, curriculum embedded tests, teacher designed assessments and assignments, informal observation, and writing samples.

All students are expected to meet the standard (performance level 3) by the end of the school year for each skill or standard. Students are given separate marks for social development and work habits. These evaluations are not included in the assessment of the student’s academic skills.

Parents are encouraged to use Standards Based Report Cards to identify ways to support their child’s academic success. Student engagement and student achievement are everyone’s responsibility. If a student is not Exceeding (4) or Meeting (3) a standard, parents, teachers, and the student need to work together to analyze obstacles, identify appropriate resources, and find ways that will help the student meet or exceed the standard.

There may be some additional marks on the report card if your child is an English Learner or receiving Special Education services. For example, if your child is in the Biliteracy Pathway or Immersion Pathway, s/he may be receiving a mark for their performance level in the language of instruction, such as in Spanish, Cantonese, or Mandarin. English Language Learners may not be assessed in a number of standards. They are in the process of approaching some of the standards and may not be marked on those standards. In addition, if your child is receiving Special Education services, the modifications to the curriculum may be noted as well.

Please follow up with your child’s teacher for further discussion and clarification.