



Elementary Report Card Guide



With this guide, we hope to provide clear communication for our new Standards-Based Report Card.

Changes in Our Report Card

Our new report card is aligned with our newly adopted Common Core Learning Standards and reflects changes in our curriculum and instruction. Parents will find:

1. Category titles and descriptors reflecting the California Common Core State Standards.
2. Performance level marks reflecting student progress towards State Standards (4-1 scale).
3. Behaviors that Support Learning reflecting student skills necessary to be a successful learner.

Standards-Based Report Card

Performance Level Marks:
These marks (4-1) are used to report achievement on grade-level Standards.

Student progress will be reported in the fall (T1), winter (T2), and spring (T3).

Attendance area provides a record of the number of days absent, tardy, or released early in each marking period.

Riverside Unified School District
GRADE 7 Report Card

Student's Name _____ School _____

School Year _____ Teacher _____ Date Enrolled _____

Performance Level Marks			
4	Performance thoroughly demonstrates evidence of grade-level standards		
3	Performance adequately demonstrates evidence of grade-level standards		
2	Performance partially demonstrates evidence of grade-level standards		
1	Performance minimally demonstrates evidence of grade-level standards		
N/A	Not Applicable - Standard not addressed in this trimester		

Attendance			
	T1	T2	T3
Absences			
Tardies			
Absences/Tardies/ Early Release negatively affect achievement			

Language Arts			
Speaking and Listening			
Communicates and collaborates; presents knowledge and ideas.	T1	T2	T3
Reading			
Foundational Skills: Knows and applies grade-level phonics, word analysis, and fluency skills to support reading comprehension.	T1	T2	T3
Literature: Asks and answers questions about the text, recounts stories, and identifies differences in characters.			
Informational Text: Asks and answers questions to identify main idea and details; makes connections; uses text structures and features.			
Writing			
Writing Types and Purposes: Writes opinion, informative/ explanatory and narrative pieces.	T1	T2	T3
Production, Distribution & Research: With support, focuses on a topic, revises and edits to strengthen writing, publishes, and participates in shared research.			
Language			
Language Structure: Uses correct grammar, punctuation, capitalization, and correct spelling, and penmanship.	T1	T2	T3
Vocabulary: Reads, learns, and uses grade-level vocabulary appropriately			

Mathematics			
Operations and Algebraic Thinking: Solves problems with addition and subtraction to 100. Fluently adds and subtracts to 20 using mental strategies; understands foundations of multiplication.	T1	T2	T3
Numbers and Base Ten: Understands place value and rules of addition and subtraction; adds/subtracts within 100; uses estimation.			
Measurements and Data: Uses measurement, time, and money; reads, organizes, and displays data.			
Geometry: Recognizes, draws, and divides shapes.			
Mathematical Practices: Engages in problem solving, reasoning, and communication.			

History-Social Science			
Historical, Cultural, Geographic, Political, and Economic Literacy	T1	T2	T3
Applies Historical and Social Sciences Analysis Skills			

Science			
Physical, Life, and Earth Sciences	T1	T2	T3
Investigation and Experimentation			

Other Reporting Marks			
+	Strong Performance		
✓	Satisfactory Performance		
-	Weak Performance		

Additional Curricular Areas			
Visual and Performing Arts	T1	T2	T3
Physical Education			
Digital Literacy			

Behaviors That Support Learning			
Applies academic effort	T1	T2	T3
Follows school/class rules			
Works collaboratively in a group			
Completes classwork			
Completes homework			
Uses organizational skills			
Shows respect for school personnel and peers			
Displays digital citizenship			

Other Program Participation			
Special Education	T1	T2	T3
English Learner (See addendum)			
DLI (See addendum)			
Title I			
Other			

Parent Notification			
Marked if at risk of retention	T1	T2	T3
Marked if conference needed			

Next Year's Placement			
*The decision to retain a student with an IEP is determined by the student's IEP team.			

Performance marks above this line indicate student is demonstrating proficiency towards grade-level standards.

Student achievement is reported by grade-level strands.

Teachers report student progress by descriptors within each strand.

Behaviors that support learning (+, ✓, -) report the development of skills necessary to be a successful learner.

Frequently Asked Questions

Q. Why a standards-based report card?

A. Standards-based report cards provide an indication of how well a student is progressing toward mastery of grade level standards.

Q. How does a standards-based report card better inform parents?

A. A standards-based report card enables parents to receive accurate information based on cumulative student progress throughout the marking period. In addition, the new report card:

1. Promotes more detailed and meaningful conversations at parent/teacher conferences.
2. Allows for careful and precise monitoring of student achievement.
3. Reflects grade-level standards and expectations so parents gain a complete idea of the student's progress.

Q. Why are all standards not listed on the report card?

A. A standards-based report card is not the same as a list of standards. The report card was developed by a group of teachers and administrators who:

1. Reviewed the California Common Core State Standards.
2. Chose report card descriptors that best summarize the learning at each grade level.

Q. Why are there no letter grades?

A. A standards-based report card's rubric approach (4,3,2,1) provides information about the student achievement without the need for letter grades. Letter grades:

1. Follow a teacher's individual assessments and expectations.
2. Do not show a student's performance towards state and district expectations.

Q. Can a student's performance move to a lower level in the next marking period?

A. The expectations change from one marking period to the next as students move toward the end of grade-level expectations. This means:

1. A student may meet grade-level expectation during the first marking period, but as the expectations increase, the student may not demonstrate the same level of proficiency during the next marking period.
2. A student might receive a "3" in the first marking period and then receive "2" in the second marking period.

Glossary of Terms

Performance Level Marks

4 - Performance thoroughly demonstrates evidence of grade level standards is referring to the student's ability to continuously perform at an advanced level.

3 - Performance adequately demonstrates evidence of grade level standards is referring to the student's ability to continuously perform at a proficient level.

2 - Performance partially demonstrates evidence of grade level standards is referring to the student's ability to perform at a basic level.

1 - Performance minimally demonstrates evidence of grade level standards is referring to the student's ability to perform at a below basic level.

Language Arts

The category of ...

Speaking and Listening refers to the standards for grades TK-6 that focus on how well a student communicates and collaborates during instruction, as well as how well the student orally presents his/her knowledge and ideas learned.

Foundational Skills refers to the standards for grades TK-5 that focus on a student's ability to understand and apply concepts of print, the alphabetic principle, phonics, and reading fluency.

Literature refers to the reading standards for grades TK-6 that focus on a student's ability to comprehend and analyze literature such as stories, dramas, and poetry. Rigor is also instilled through the requirement that students read increasingly more complex literature through the grades.

Informational Text refers to the reading standards for grades TK-6 that focus on a student's ability to comprehend and analyze informational text such as books about history, social studies, and science in order to build knowledge. Rigor is also instilled through the requirement that students read increasingly more complex informational text through the grades.

Writing Types and Purpose refers to the writing standards for grades TK-6 that focus on a student's ability to gain sufficient mastery of a range of skills needed when writing opinions (arguments in 6th grade), informative/ explanatory text, and narrative text.

Production, Distribution & Research refers to the writing standards for grades TK-6 that focus on a student's ability to demonstrate skills in all aspects of producing, revising, and editing written work that is appropriate to the task, the purpose of the piece, and the audience. This section also measures a student's ability to engage in research in preparation for writing.

Language Structure refers to the standards for grades TK–6 that focus on a student's ability to gain sufficient mastery of a range of skills and applications with English language grammar, capitalization, punctuation, and spelling.

Vocabulary refers to the standards for grades TK–6 that focus on a student's ability to acquire, analyze, and use grade level academic vocabulary. A student learns not only the meanings of words, but strategies and resources to learn new words.

Reading/Writing in History, Science, and Technical Subjects refers to the standards for grade 6 that focus on a student's ability to read and write in content area subjects such as history, science, and technical subjects.

Mathematics

The category of ...

Early Number Concepts refers to the standards for grades TK - K that focus on a student's ability to understand number names, the count sequence, the number of objects, and the ability to compare numbers.

Mathematical Operations refers to the standards for grades TK – K that focus on a student's ability to understand addition as putting together and adding to, and subtraction as taking apart and taking from.

Operations and Algebraic Thinking refers to the standards for grades 1-5 that focus on a student's ability to understand how to represent and solve problems involving addition, subtraction, multiplication, and division.

Numbers and Base Ten refers to the standards for grades TK-5 that focus on a student's ability to understand that the Base Ten System is the foundation for our number system. It is the idea that 10 ones equals 1 ten, and 10 tens equals 1 hundred, and 10 hundreds equals 1 thousand, etc.

Numbers and Fractions refers to the standards for grades 3-5 that focus on a student's ability to understand fractions as numbers.

Measurement and Data refers to the standards for grades TK-5 that focus on a student's ability to understand how to solve problems involving measurement and estimation, and how to represent and interpret data.

Geometry refers to the standards for grades TK-6 that focus on a student's ability to reason with shapes and their features.

Ratios and Proportional Relationships refers to the standards for grade 6 that focus on a student's ability to understand and apply ratio concepts and use ratio reasoning to solve problems.

Number System refers to the standards for grade 6 that focus on a student's understanding of multiplication and division in order to divide fractions by fractions, compute fluently with multi-digit numbers, and apply previous understandings of numbers to the system of rational numbers.

Expressions and Equations refers to the standards for grade 6 that focus on a student's ability to understand and use algebraic expressions and equations.

Statistics and Probability refers to the standards for grade 6 that focus on a student's understanding of statistical variability.

Mathematical Practices refers to the standards for grades TK-6 that focus on a student's ability to make sense of problems, persevere in solving them, and attend to precision. In addition, a student develops habits for reasoning and explaining, modeling and using tools, and seeing structure and generalizing when solving problems.

Other Content Areas

The category of ...

History-Social Science refers to the standards for grades TK-6 that focus on a student's ability to acquire core knowledge in history and social science, and also to develop the critical thinking skills that historians and social scientists use to study the past and its relationship to the present.

Science refers to the course of instruction designed to meet the requirements of the Science Content Standards for California Public Schools, grades TK-6, and provide the foundational skills and knowledge for students to learn core concepts, principles, and theories of science.

Visual and Performing Arts refers to the standards for grades TK-6 that develop a student's skills in and an appreciation for dance, music, theater, and/or the visual arts.

Physical Education refers to the course of instruction designed to meet the requirements of the Physical Education Model Content Standards for California Public School, grade TK – 6, and provide students with the foundational skills and knowledge that promote a lifetime of successful and enjoyable physical activity experiences.

Digital Literacy refers to the skills a student needs to effectively use technology in order to learn new content and use that technology to demonstrate the knowledge he or she has acquired.

Digital Citizenship refers to the ability of a student to use technology in a respectful and responsible manner.