Berkeley Unified School District
GUIDE FOR FAMILIES
FIRST GRADE REPORT CARDS

The Berkeley Unified School District has made some changes to student Report Cards this school year. The purpose of this Guide is to give families a detailed explanation of the Report Card and of the District expectations. We hope that this Guide helps strengthen home-school communication. Following the overall expectations and grading for students, you will find supporting documents for English Language Arts (by Grade Level) and Social-Emotional Learning / Habits of Work.

These are the marks given to grades 1-5 students in all subjects on the report card:

Mark	What it Stands For	Description of Student's Skills and Abilities
4	Exceeding	**Exceeds the grade level standard** To receive a mark of 4, a student must be consistently achieving above the expectation for that standard in that trimester.
3	Meeting	**Regularly meets the standards** To receive a mark of 3, a student must be consistently performing at grade level standards. The expectations outlined in the following ELA, Math and Social-Emotional Learning (SEL) sections describe what a student would be able to do in order to meet each standard over the course of the school year. This is the minimum "proficiency" target level for all students.
2	Approaching	**Inconsistently meets the standards** To receive a mark of 2, a student is inconsistently meeting grade level standards, and may be performing up to one year below grade level in the specific standards or area indicated. If a student receives a 2 in ELA, Math or SEL, there will be a box marked with an X in the areas the student needs improvement in.
1	Needs Significant Support	**Does not meet the grade level standards** To receive a mark of 1, a student is not meeting grade level standards, and may be performing more than a year below grade level expectations on the State Standards for that area. If a student receives a 1 in ELA, Math or SEL, there will be a box marked with an X in the areas the student needs improvement in.
N/A	Not Applicable	This section is not applicable as the standard was not taught during this trimester.

Attendance Explanations

Days Enrolled	Days enrolled in school since the beginning of the 2014-15 year.
Days Absent	Days missed (both excused and unexcused) in the trimester.
Times Tardy	Number of times a student was tardy (missed class for less than 30 minutes)
Times Late	Number of times a student was late (missed class for greater than 30 minutes)

Other Terms

T1	T2	T3
Trimester One	**Trimester Two**	**Trimester Three**

The BUSD Report Card Analysis Process:
No individual assessment, observation or project can fully capture a student's progress in the areas of reading, writing, listening and speaking. In BUSD, we therefore use *many* measures as evidence when analyzing and reporting a student's performance in these areas. Before making a final determination regarding student proficiency and marking it on the report card, teachers analyze **one-time assessments, anecdotal observations, daily student work and long-term projects.** It is important to note that teachers have been reviewing the results of assessments and student work throughout the reporting period to determine next steps for instruction. The entire reporting process requires that a teacher:

- collect key samples of student work to use as evidence when reporting grades
- use a *balance* of one-time assessments, anecdotal observations, daily classroom work, and long-term projects to report a grade in each section
- analyze this entire body of evidence one last time in comparison to a *proficient* body of evidence informed by the Common Core State Standards in each content area

* Students who are at or above grade level will only receive grades in the gray portions of the report card. If a grade does not meet the grade-level expectation, an X is placed in the white sections, showing the areas in which the student needs support.

*** **Teachers:** Please refer to your grade-level copy of the standards to further explain to parents the areas in which their children need support. The generic descriptions below do not capture the increasing demands of the standards across the grade levels.*

Fall, Winter and Spring Reading, Writing and Spelling Benchmarks

	w	Spring	f	w	Spring	f	w	Spring	f	w	Spring	f	w	Spring	f	w	Spring		Spring
Grade		**K**			**1st**			**2nd**			**3rd**			**4th**			**5th**		**6th**
Reading	B	**D**	D	G	**I**	J	L	**M**	N	O	**P**	Q	R	**S**	T	U	**V**		**X**
Writing	2	**3**			**3**			**3**			**3**			**3**			**3**		
Spelling	3	**5**		6	**7**		8	**9**			**10**			**11**			**12**		**14**

READING	**What materials does the teacher use to measure performance?**
Reading Assessment Level This level results from the student reading a leveled passage with the target **accuracy, fluency** and **comprehension.**	Teachers College Reading and Writing Project (TCRWP) Assessments, levels A-Z
Engagement and Reading Volume: Depending on the grade level, children in BUSD read for approximately 30 minutes at school and 30 minutes at home in order to read with engagement, fluency, accuracy and comprehension.	School Reading Logs, take-home reading logs, weekly reading conferences between student and teacher.
Teachers: To help parents understand the reading assessment level, have a copy of the TCRWP Fall assessment for the passage the child did not pass (this is essential for children who aren't reading at-grade level). Use this assessment to explain which part of the system is a barrier to the student's progress. Have the child's reading log on hand to explain the engagement and reading volume.	
Literature The performance level here is based on a student's ability to read, comprehend and discuss narrative texts. The student can retell **key ideas and details**, use evidence from the text to support ideas, and understand the central message of a text. The student's understanding of the **craft and structure** of a text is informed by his/her knowledge of words and phrases within that text. Students also need to understand how point of view and the overall structure of a text support the story. Students **integrate ideas** by comparing and contrasting characters, stories and genres. The student reads and comprehends a **range** of texts at the high end of the grade-level expectation.	Anecdotal records: • Independent reading conference notes • Small group instruction • Text-based discussions • Writing about reading (response journals) • Reading Logs
Informational Text (This genre is not assessed until winter. More information coming soon.)	Anecdotal records and informational assessment (coming soon).

SPEAKING & LISTENING	What materials does the teacher use to measure performance?
Overall Performance The student engages effectively in a range of **collaborative** discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics and texts, comprehending and building on others' ideas and expressing his/her own clearly. The student clearly **presents his knowledge and ideas** using appropriate facts and relevant, descriptive details.	Anecdotal evidence of individual, small-group and whole-class conversations and text-based discussions.

WRITING	What materials does the teacher use to measure performance?
Writing Assessment Each trimester students are given an on-demand writing prompt to assess their development in three genres (narrative, informative and persuasive) and across three writing dimensions (structure, development and conventions)	• TCRWP on-demand writing prompts in the specific genre (fall: narrative) • Learning progressions • Student checklists student writing samples • Rubrics • Samples of proficient writing
Writing Structure (Please see attached rubric for specific grade-level descriptions.) The student writes strong leads and endings. The writing is organized. The overall format of this piece makes sense. The student consistently uses transitions.	
Writing Development (Please see attached rubric for specific grade-level descriptions.) The student elaborates on a topic and crafts his/her language to create meaningful texts.	
Language Conventions (Please see attached rubric for specific grade-level descriptions.) The student correctly uses spelling, grammar and punctuation.	
Written Language Uses high frequency words, phonics to approximate spelling, and correct use of punctuation and spacing.	Anecdotal records: • Independent writing conference notes • Small group instruction • Long-term and daily writing samples
Production and Distribution of Writing The student writes clearly and coherently. Over time, the student is able to revise and elaborate to develop and strengthen his/her writing. The student is able to use technology to publish written work.	Anecdotal records: • Independent writing conference notes • Small group instruction • Long-term and daily writing samples
Research to Build and Present Knowledge The student is able to conduct short research projects and gather relevant information when producing written work.	Anecdotal records: • Independent writing conference notes • Small group instruction • Long-term and daily writing samples

LANGUAGE	What materials does the teacher use to measure performance?
Overall Performance The student uses **standard English conventions in the areas of** grammar, spelling and punctuation. The student **correctly uses language** and its conventions when writing, speaking, reading, or listening. The student determines or clarifies the meaning of unknown and multiple-meaning **vocabulary** based on grade level reading and content, choosing flexibly from a range of strategies.	**Bear Spelling Inventory** Anecdotal records: • Independent writing conference notes • Small group instruction • Long-term writing samples • Daily writing samples • Collaborative discussions (one-on-one, in groups, and teacher-led) • Independent reading conference notes • Small group instruction • Text-based discussions • Writing about reading (response journals)

Reading Standards Grade 1	
Literature	**Informational**
Key Ideas and Details	
1. Ask and answer questions about key details in text	1. Ask and answer questions about key details in text
2. Retell stories, including key details and message	2. Identify main topic and retell key details
3. Describe characters, settings and major events	3. Describe connection: characters, events, ideas, information
Craft and Structure	
4. Identify text that suggest feelings or appeal to senses	4. Ask and answer questions about unknown words
5. Differentiate narratives and informational text	5. Identify front cover, back cover, and title page
6. Identify who is telling story at various points in text	6. Name author & illustrator and role in giving information
Integration of Knowledge and Ideas	
7. Use illustrations and details in story to describe ideas	7. Describe relationship between illustrations and text
8. N/A to literature	8. Identify reasons given to support author's points
9. Compare and contrast experiences of characters	9. Compare and contrast experiences of characters
Range of Reading	
10. Read prose and poetry	10. Engage in group reading activities with purpose

Reading: Foundational Skills
1. Print Concepts: Understand organization and basic features of print
2. Phonological Awareness: Understand spoken words, syllables, and sounds (phonemes)
3. Phonics and Word Recognition: Apply phonics and word analysis skills in isolation and in text
4. Fluency: Read with sufficient accuracy and fluency to support comprehension

Speaking and Listening
Comprehension and Collaboration
1. Participate in collaborative conversations with diverse partners (peers, adults, small/large groups)
2. Ask and answer questions to confirm understanding of text or information received orally
3.   Ask and answer questions to gather additional information or to clarify
Presentation of Knowledge and Ideas
4.   Clearly describe people, places, things, and events, with relevant details, ideas and feelings
5.   Add drawings or other visual displays when appropriate to clarify ideas, thoughts and feelings
6.   Produce complete sentences when appropriate to task and situation

Writing Standards Grade 1
Text Types and Purposes
1. Write opinion pieces: introduce topic or book, state opinion, supply reasons and sense of closure
2. Write informative/explanatory texts: name topic, supply facts and sense of closure
3. Write narratives recounting sequenced events, with details and closure
Production and Distribution
4. (Begins in grade 2)
5. Respond to questions and suggestions on topic from peers and add details to strengthen writing
6. Explore a variety of digital tools to produce and publish writing, including in collaboration with peers
Research to Build and Present Knowledge
7. Participate in shared research and writing projects (e.g., explore "how-to" books to aid writing)
8. Recall information from experiences or gather information to answer a question
9. (Begins in grade 4)
Range of Writing
10. (Begins in grade 2)

Language Standards
Conventions of Standard English
1. Demonstrate command of the conventions of standard English when writing or speaking
2. Demonstrate command of standard English capitalization, punctuation, and spelling when writing
Knowledge of Language
3. (Begins in grade 2)
Vocabulary Acquisition to Use
4. Using strategies, determine or clarify meaning of unknown or multiple-meaning words and phrases
5. Explore word relationships and nuances in word meanings
6. Use words and phrases acquired through conversations, reading and being read to, including using conjunctions (e.g., *because*) to signal simple relationships

K-5 Report Card Supporting Document:
Personal/Social Behaviors and Habits of Work

> **Habits of Work** : Refers to observable study and organizational habits critical for academic success.

Using this Document:
This document provides specificity, connection to the Toolbox Curriculum, and behavioral exemplars for the 'Personal/Social Behaviors' section of the K-5 report card. It is intended to be a handy reference for conversation with families about student progress.

Social-Emotional Learning Core Domains:
- This section lists the full definition of each core domain (an abbreviated and parent-friendly definition is printed on the K-5 report card)

Related Toolbox Tools:
- This section lists the specific Toolbox Tools that target the corresponding social-emotional domain
- Teachers can refer to the Toolbox Tools related to a child's area of struggle or particular strength for teaching suggestions.

Possible Behavioral Descriptors:
- This section provides specific examples of how these overarching domains may manifest in the classroom. These specific descriptors are a great jumping off point for a discussion of strength or weaknesses in parent conferences.
- Consider whether or not a child's particular strength or area of struggle is seen across settings (classroom, yard, small-group, large-group).

Supporting Document: Personal/Social Behaviors		
Social-Emotional Learning Core Domains	*Related Toolbox Tools*	*Possible Behavioral Descriptors*
Self-Awareness-Ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	-Breathing Tool -Quiet/Safe Place Tool -Empathy Tool -Garbage Can Tool -Taking Time Tool -Apology and Forgiveness Tool -Patience Tool -Courage Tool	-Asks for help when needed -Able to describe own feelings -Understands impact of their behavior on classmates -Aware of strengths as a learner -Aware of areas of challenge as a learner -Able to let the 'little things' go -Admits mistakes -Makes good use of time -Understands own cultural background -Is enthusiastic and curious in approaching new activities

Supporting Document: Personal/Social Behaviors

Social-Emotional Learning Core Domains	Related Toolbox Tools	Possible Behavioral Descriptors
Self-Management- The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	-Breathing Tool -Quiet/Safe Place Tool -Personal Space Tool -Patience Tool -Courage Tool -Using our Words Tool -Apology and Forgiveness Tool	-Works independently with focus -Controls impulses during class -Able to recover quickly from setbacks -Able to use coping strategies when needed -Able to wait quietly -Uses a variety of strategies when challenged -Uses words to express big emotions -Uses feedback to improve performance -Follows directions -Organizes materials to be prepared
Social Awareness- The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	-Listening Tool -Empathy Tool -Personal Space Tool -Using our Words Tool -Garbage Can Tool -Please and Thank You Tool -Apology and Forgiveness Tool -Patience Tool	-Listens to classmates and teacher -Shows curiosity and openness to those of diverse backgrounds -Seeks to understand cultural background of others -Shares space and materials -Listens when others speak -Respects self, others, and materials -Asks for help when needed -Provides support to peers in need -Understands behavioral expectations in classroom and on the yard
Relationship Skills- The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	-Listening Tool -Empathy Tool -Personal Space Tool -Using our Words Tool -Garbage Can Tool -Please and Thank You Tool -Apology and Forgiveness Tool -Patience Tool -Courage Tool	-Participates in class activities -Works cooperatively with peers -Works effectively on group assignments -Apologizes when having hurt someone -Listens actively to adults and peers -Seeks to resolve conflicts with peers -Offers to be an ally to peers in need -Resists negative social pressure - Seeks adult help when appropriate -Engages in cooperative play -Takes responsibility for own actions -Separates from caregiver when needed
Responsible Decision-Making- The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	-Breathing Tool -Listening tool -Empathy Tool -Using our Words Tool -Garbage Can Tool -Apology and Forgiveness Tool -Patience Tool -Courage Tool	-Makes choices that are safe and responsible -Able to make tough decisions when needed -Asks questions to deepen understanding -Seeks assistance when needed -Considers the outcome of decisions before acting -Considers ethical and safety issues when making decisions -Stops and thinks before acting -Speaks his/her truth

Materials Needed for Completing Report Card:

K-1

- Trimester Assessments (as one indicator)
- Other measures of proficiency including Module assessments, exit tickets, observational notes, etc.
- Report Card Clusters/Standards Analysis Sheet

2-5

- Mid- and End-of-Module Assessments (as one indicator)
- Other measures of proficiency including exit tickets, observational notes, etc.
- Report Card Clusters/Standards Analysis Sheet

Standards for Math Practice (MPs)

- All standards are gray and thus "Open."
- The focus MPs for each trimester are indicated on the Clusters/Standards Analysis sheet indicating the Module that addresses them.
- Specific considerations for each MP for each Module are contained in each Module's "Overiew" section. These paragraphs will give you a good idea of what the Math Practice Standard looks like in that Module.
- You do not have to report out on all the focus MPs for each trimester; report out on those that were a definite focus on your class.
- Mark "N/A" for the MPs that you do not report out on.

Reporting on Math "Domains" and "Clusters"

MATHEMATICS	T1	T2	T3
Operations & Algebraic Thinking ← Domain			
Solves 1- and 2-Step Addition and Subtraction Word Problems			
Works with Equal Groups of Objects to Gain Foundations for Multiplication ← Cluster			
Numbers & Operations in Base Ten			
Understands Place Value			
Uses Place Value Knowledge and Properties of Operations to Add and Subtract			

- You will be assigning grades only to "Domains," the largest headings in the standards.
- All the Domains are gray and thus "Open." If the Domain was not a focus (i.e. none of its standards were addressed), mark with "N/A."

- If a student is proficient in the domain (receiving a 4 or 3), do not mark any of the clusters.

- If a student is not proficient in the domain (receiving a 2 or 1), put an "X" in the "Cluster(s)" below the Domain that indicate the area of student struggle. If the cluster was not addressed in the trimester (some will be; some won't), leave blank.

- Not all of the clusters are on the report card. In cases where a student is not proficient due to struggle in a cluster that isn't listed, clarify the student's progress in the comments section regarding that cluster and/or standards.

- Often students will have worked on part of the standard during the given trimester; for example only addition but not subtraction. Students should be marked on the work they've done so far in that standard/cluster (i.e. if they're proficient in adding, they'll receive a 3 or 4, even though they haven't "mastered" the entire standard) with clarification being made in the comments section.

Fluency Standards

- Each grade level has Common Core Fluency standards. These are assessed in the Modules each trimester, but should be reported on each trimester so that students' fluency needs and growth can be indicated.

- The third-grade fluency standard "Multiplies and Divides within 100" is listed on report cards for third, fourth, and fifth grades because it is a crucial standard to master before moving on to sixth grade.

- Simple assessments, including Sprints from other Modules, can be used to measure student proficiency.

Basic Grading Guidelines

- Multiple indicators of student progress should be used to measure trimester proficiency, including Exit Tickets (from toward end of Module), observational notes, Mid- and End-of-Module assessments, and teacher-created assessments, sheets, activities, etc.

- Effort, homework, group projects, or extra credit should not be used in deciding on final grade

Performance Levels for Content Standards

- The rubrics for the End-of-Module assessments in A Story of Units will serve as a general guide for calibrating 4, 3, 2 & 1 within BUSD. A "4" means the student is able to work with the standard without error, which indicates "exceeding" proficiency. A "3" means the student is able to work with the standard with accuracy most of the time. A "2" indicates student is able to work with the standard independently and with accuracy some of the time. A "1" indicates the student cannot work with the standard independently.

- Specific indicators for these levels should be decided by grade-level teams at each site.