

Talking Points for RUSD's Revised Elementary Report Card

Why did Rocklin Unified revise the elementary report card?

- More complete information to parents about child's progress on the new, rigorous California College and Career Ready standards in English and mathematics (California Common Core State Standards)
- Parents are better able to guide and support learning
- Research shows students are more successful with Standards-Based Grading
- Next phase in RUSD transition to CCCSS
- Recommendation from K-6 Report Card Committee

Why did RUSD switch to a standards-based report card?

- Purpose: Provide parents/guardians, teachers and students with more accurate information about students' progress toward meeting content standards.
- By monitoring the concrete skills and knowledge listed on the report card, we will know whether all students are learning what they should in each grade.
- Parents/guardians will be more aware of what their children should know and be able to do by the end of each grade level.

How does the traditional letter grade system compare with Standards-Based Grading?

- Traditional grading is easy to spot because it typically involves:
 - Simple letter grades
 - A single overall grade per student based on a combination of skills, knowledge, and conduct over a period of time
 - Grade calculated using an average
- Standards-based grading involves:
 - Rubrics with meaningful labels
 - Assessments based on specific standards
 - Multiple scores per student: one for each standard that reflects the student's ability related to the standard at a certain moment in time

Why aren't scores just averaged?

- Because the purpose of standards-based reporting is to communicate what students know and are able to do, averaging does not necessarily present an accurate picture of where a student is in his/her learning.
- A student who struggles in a class at the beginning of a trimester or unit and receives poor scores, but who keeps learning and by the end of the trimester can clearly demonstrate competence in the subject, should receive a score that reflects that competence.

How does the updated report card help parents?

- Standards-based report cards enable parents to get more detailed and meaningful information
- Allows for careful and precise monitoring of student achievement
- Reflects grade-level standards and expectations so parents gain a complete idea of a student's progress

Are there other neighboring districts successfully using this model?

- Yes, they currently include: Roseville, Loomis, Sacramento City Unified, Davis, and Folsom Cordova
- Many other districts across the state of California have either switched or are in the process of doing so

How is student progress measured?

- Teachers collect evidence of student understanding through observations, class work, projects, test data, rubrics and other means of assessment.
- Then they evaluate overall performance using the following scale:
 - 4 - Exceeds
 - 3 - Met
 - 2 - Nearly Met
 - 1 - Not Met

Should a parent be worried if they see "2"s on their child's report card?

- No
- A "2" reflects normal progress and is expected in the first two trimesters.
- A student is expected to progress towards meeting the standards over the course of the year because the standards are end of grade-level expectations.
- The goal is for all students to be at a level "3" by the end of the school year.

Should a parent be worried if they see "3"s on their child's report card instead of "4"s?

- No
- Level 3 reports that a student is consistently performing on grade level while Level 4 reports that a student always performs above grade-level expectations.
- With high and challenging expectations, a "3" is exactly where a competent student should be.

Should I expect the teacher to be providing the content for a student to achieve a "4"?

- No
- "Getting a 4" is not about what more a student or teacher does.
- It is what a student knows, and at what level he/she applies what s/he knows to new and higher-level situations that exceeds what is explicitly taught in class.
- Some standards may not even have the capability of earning a "4."

- The “3” is the top for the grade level and should be celebrated as such.

How do I convince my child to do their homework when it doesn't count as part of the report card?

- Homework is an excellent way for your child to practice what is being learned in the classroom and extends learning by applying skills to new situations.
- Homework gives your child the opportunity to try out new learning, make mistakes, and learn from them as they go through the learning process... without concern of how mistakes will lower their overall scores.
- It helps your child to develop positive study skills and habits that will serve him or her well throughout life.

What are the different sections of the math area of the report card and how are they scored?

- **Major Clusters** - Scored 1-4
 - Teachers will concentrate on teaching a more focused set of major math concepts and skills. This will allow students time to master key math concepts and skills in a more organized way throughout the year and from one grade to the next.
- **Supporting and Additional Clusters** - Scored Taught/Not-Taught
 - To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade
 - Connections will be made in instruction between the Supporting Clusters to the Major Clusters of the grade. Thus, rather than suggesting even inadvertently that some material not be taught, there is direct advice for teaching it in ways that foster greater focus and coherence.
 - On the report card parents will know when a supporting or additional cluster has been taught in order to support the major content of the grade level
- **Standards of Mathematical Practice** - Scored Excellent, Satisfactory, Needs Improvement
 - Standards for mathematical practice describe the way students should be applying the content helping students achieve at a higher level
 - The mathematical practices outline the expertise that will be developing in students of all ages and academic abilities
 - They are the same standards for all grade levels but look different with children of various ages
 - On the report card the eight standards have been combined and condensed to three to match the SBAC state testing system

How does the K-6 report card fit with middle and high school model of reporting student progress?

- Rocklin Unified School District's middle and high schools will continue to report out grades. This process will stay in place in order to stay aligned with our college and university system
- They will also continue the practice of examining how students are succeeding at meeting essential skills in each of the subject areas

