Greetings SFUSD families,

In SFUSD we value your partnership in supporting all aspects of your child’s education and growth. SFUSD has created the Standards Based Report Card as a tool to support two-way communication between you and your child’s teacher regarding your child’s progress towards mastery of standards.

This *Report Card Companion Document* has been specially designed for you to use in conjunction with your child’s report card. In this document you will find:

1. Important learning in each content area for the grade level
2. Guidance for families about ways they can support their child’s learning
3. Additional resources for families seeking more information

### Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Conferencing with your Child’s Teacher</td>
<td>2</td>
</tr>
<tr>
<td>Social-Emotional Development</td>
<td>3</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>4</td>
</tr>
<tr>
<td>English Language Development</td>
<td>5</td>
</tr>
<tr>
<td>History/Social Studies</td>
<td>6</td>
</tr>
<tr>
<td>Math</td>
<td>7</td>
</tr>
<tr>
<td>Science</td>
<td>8</td>
</tr>
<tr>
<td>Health</td>
<td>9</td>
</tr>
<tr>
<td>Physical Education</td>
<td>10</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>11</td>
</tr>
<tr>
<td>Report Card Information for Students with IEPs</td>
<td>12</td>
</tr>
</tbody>
</table>

### Overview of the Report Cards

**SFUSD Vision 2025** calls for mastery of the core knowledge, critical thinking skills, and competencies outlined by the Common Core State Standards (CCSS). Standards-based knowledge and skills will remain the central pillars of every student’s learning, creating a deep foundation that enables further inquiry and exploration in a variety of fields and areas of interest. **The SFUSD Report Cards are intended to communicate progress towards mastery of these skills and standards.**

All SFUSD students in grades TK-5 receive marks in the following areas: Social-Emotional Development, Language Arts, History/Social Studies, Mathematics, Science, Health, Physical Education and Visual and Performing Arts. Students who are in Language Pathway Programs or are English Learners receive additional marks indicating their progress in learning English and/or the Pathway Language.

Students receive marks that show progress towards end-of-year expectations. Mastery of end-of-year expectations is indicated with a score of 3 or higher. Instead of letter grades, students receive marks that describe proficiency levels. All students receive proficiency level indicators for the standards at their grade level. English Learners will also receive additional marks for their level of proficiency in the English language related to the California English Language Development (ELD) Standards.

To view the Proficiency Level Indicators for Content Standards and English Language Development Standards, refer to the first page of your child’s report card.
Conferencing with your Child’s Teacher

Parent/Guardian/Teacher Conferences are an important opportunity to discuss your child’s progress. Here are some tips and suggestions.

**Before the conference...**

- Make sure you have a scheduled conference time. If you need to cancel the scheduled time, contact the teacher to schedule a different time.
- Review your child’s work.
- Talk with your child about his or her progress in school.
- Think about your child’s strengths and challenges beforehand.
- Make a list of questions about your child’s development and ways you and the teacher can help your child with some of his or her challenges. Examples: Is my child at the level where he/she should be at this point of the school year? In what areas is my child excelling? How is their attendance? What can I do to help my child with upcoming work?
- Think about ways you would like to be involved in your child’s learning, so you can discuss them with the teacher.

**At the conference...**

- Be prepared for a two-way conversation to learn about your child’s social-emotional and academic progress at school. This is also an opportunity for the teacher to learn about what your child is like at home. When you tell the teacher about your child’s skills, interests, needs and dreams, the teacher can help your child more.
- Ask to see data about your child’s attendance and progress at school.
- Make a goal and a plan with your child’s teacher to ensure your child’s success.
- Write down the things you and the teacher will do to support your child.
- Schedule another time to talk if you need to continue the conversation beyond the allotted amount of time.
- Ask your child’s teacher how best to communicate with him/her.

**After the conference...**

- Talk with your child about what you learned.
- Follow up with the teacher about your child’s development and the plan that was created during the conference.
Kindergarten: Social-Emotional Development

In SFUSD, we focus on four areas of Social Emotional Development: Social Awareness, Self-Management, Growth Mindset, and Self-Efficacy.

How Are Social-Emotional Skills Developed?
Social-emotional development is facilitated by strong, supportive and sustained relationships with adults and peers. Each child has their own unique strengths and develops social emotional skills over time with support from their family, peers, teacher, and community.

<table>
<thead>
<tr>
<th>Standards</th>
<th>What Can Families Do To Support Children?</th>
</tr>
</thead>
</table>
| Works/plays collaboratively with others       | Use characters in books or TV to talk about how characters can have strong emotions. Talk about a character and identify the emotions she is demonstrating “When Juanita is excited, what does she do?” Provide opportunities, such as at family gatherings, for children to ask family or community members about their family traditions. Provide opportunities for children to interact with others. For example, they could play a game with a family member. Ask your child about their day: "Tell me about the best part of your day, and what didn't you like."
| (Social Awareness)                            | Teach your child to state their needs: "Tell me what you need.” |
| Regulates emotions and works with focus       | Help your child identify their emotions: “You look sad because I can see you have your head down.” Play feelings charades: "Show me a happy face?” or “What does your face do when you are happy?” Allow time to take a break, and designate a safe place to practice calming activities such a drawing picture, taking deep breaths, or looking at a book. Assign your child a simple chore around the house, such as helping to clean up after a meal, taking care of a pet, or helping with laundry. |
| (Self-Management)                            |                                           |
| Approaches challenges as learning opportunities| When your child is successful: “You didn't give up even though it was hard.” instead of, “You are so smart.” When your child makes a mistake: “What can you try next time?” Model growth mindset. Share mistakes you made and what you did to fix them. Give two options for solving problems. |
| (Growth Mindset)                              |                                           |
| Accomplishes personal and academic goals      | Ask your child to set goals: "What do you want to get good at?" Model believing in yourself when you want to reach a goal. Show how you break down a large goal into smaller steps. Reinforce your child’s progress toward goals: “The steps you took really helped you to succeed,” or ask, “When will you/we practice this next?” Name your child’s strengths and identify ways to build on those strengths. |
| (Self-Efficacy)                               |                                           |

Additional Resources for Families
Toolkits for parents for each age level can be found in English and Spanish at: http://www.parenttoolkit.com
Social Emotional Learning information can be found at: http://www.casel.org/social-and-emotional-learning
Kindergarten: English Language Arts

In Kindergarten, students will see connections between reading, writing and language. In reading, they will retell stories, ask and answer questions, describe the relationship between the words and the illustration and compare character adventures in different stories with support. Kindergarteners write their own stories, opinion pieces and informative pieces through illustration, dictation and writing. They understand and follow one and two step directions.

Kindergarteners Will:

| Reading | *Know the parts of a book including the cover, back page and table of contents.  
|         | *Know where to start reading and that we read from left to right, top to bottom.  
|         | *Answer questions about a text and retell information with support.  
|         | *Describe the relationship between pictures and illustrations and words in a book.  
|         | *Listen and talk with their class about a book and make predictions.  
|         | *Compare and contrast character adventures in different stories.  
| Writing | *Using dictation, illustrations, and writing, write a narrative (story) about an event, give their opinion and write information about a topic.  
|         | *Recognize all upper and lower case letters and know that words are separated by spaces.  
|         | *Capitalize the first word of a sentence and the word I.  
|         | *Spell words phonetically.  
|         | *Use technology to produce and publish writing and collaborate with peers, with adult support.  
| Speaking & Listening | *Follow one and two step directions.  
|         | *Stay on topic in a conversation with support.  
| Language | *Explore sounds and words by breaking small words into sounds, using rhyming words, knowing letter sounds. |

Throughout the year, learners in Language Arts in Grades PreK-12 are immersed in following genres/topics throughout the year:

<table>
<thead>
<tr>
<th>Narrative</th>
<th>Informative/Explanatory</th>
<th>Opinion</th>
<th>Research</th>
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</thead>
</table>

What Can Families Do To Support Children?

- Read with your child or have them read independently for at least 15 minutes each day. Ask your child to retell a story in their own words or say what they learned from reading.
- Start a book club at home! Read the same book together and discuss as a group.
- Take trips to the library and get involved in library events.
- Write daily! Journal daily or draw a picture and make up a story to go with it or label it.
- Find new words in a book or by listening to others and discuss the meaning.
- Provide time and space for your child that is distraction-free to read independently.
- Use technology to help build your child’s interest in reading. There are several websites where students can read books or articles online or research topics that interest them.

Additional Resources for Families

Visit [http://www.sfusdhumanities.org/families--community.html](http://www.sfusdhumanities.org/families--community.html) for more ideas.
Visit the San Francisco Public Library – [www.sfpl.org](http://www.sfpl.org) for more ideas and resources.
Kindergarten: English Language Development

The English Language Development (ELD) Section on the report card is only completed for students who are English Learners (ELs). The ELD section includes statements from the California English Language Development Standards, which describe key skills and knowledge that students learning English need.

The California ELD Standards describe a continuum of increasing language proficiency. Emerging students typically progress quickly, and are learning English for their immediate needs. At the Expanding level, students are challenged to increase their English skills in more contexts, and apply their language skills to more sophisticated settings. The highest level, Bridging, describes students who read, comprehend and write texts in English. The “bridge” describes the transition to full engagement in grade-level academic tasks and activities.

What Can Families Do To Support Children?
• Take children on outings, such as programs at public libraries and rec centers SFPL.org, where they can interact with English-speaking children
• Actively encourage children’s friendships with English-speaking children
• Borrow books from local public library SFPL Location

Additional Resources for Families
• Free online resources: http://textproject.org; Go to classroom materials and student text.

California English Language Development Test (CELDT)

What is CELDT?
California law requires that school districts administer an English proficiency test to students whose home language is not English. This test is called the California English Language Development Test (CELDT).

What is the purpose of the CELDT?
• Identify English learners in kindergarten through grade twelve
• Measure their skill level in English
• Check their progress in learning English each year

What does the CELDT cover?
The CELDT covers listening, speaking, reading, and writing for all grades tested. The CELDT is based on California English Language Development standards, adopted by the State Board of Education.

How are the CELDT results reported for each student?
CELDT assessment occurs in the fall of each school year; results are available in January. As a result, Trimester 1 report cards display CELDT scores from the previous school year. Trimester 2 CELDT scores reflect the current school year’s scores. This means that most Kindergartners will not have scores on their report cards until Trimester 2.
There are five performance levels that a student can achieve. These levels are: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. The report of results for each student gives: the overall performance level and score, a performance level and score for each section of the test (Listening, Speaking, Reading and Writing).

Additional Resources for Families
Information about the CELDT can be found on the California Department of Education CELDT Resources Web page at www.cde.ca.gov/ta/tg/el/resources.asp

Kindergarten: History/Social Studies

In Kindergarten, students will explore their school and neighborhood and begin to place themselves and people within time. There is a focus on the distant past and the present.

**Kindergarteners Will:**

- Understand that being a good citizen means following rules, taking turns and more.
- Learn about people from the past who were courageous, often through holidays and events that honor people, such as Martin Luther King Jr., Cesar Chavez, Booker T Washington, Benjamin Franklin, Abraham Lincoln and more.
- Know the purpose of holidays, such as Independence Day, Thanksgiving and more.
- Recognize state and national symbols and icons like the flag and the Statue of Liberty.
- Know the titles, names and jobs of those at the school and within their neighborhoods.
- Gain familiarity with maps including symbols for land, water, etc. and through constructing maps of their neighborhoods.
- Put days, weeks and month in order on a calendar.
- Understand how people lived long ago and how that is different from now.

What Can Families Do To Support Children?

- Explore your local neighborhood together by:
  - Noticing street signs.
  - Discussing how people are good citizens by following the rules, picking up trash and more.
  - Talking about the jobs people in the neighborhood do.
  - Drawing maps of your neighborhood.
- Visit parks, historical sites and local museums.
- Discuss the purposes of holidays and place them on a calendar.

Additional Resources for Families

For information on the standards - [http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf](http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf)
For events and information about National Parks - [https://www.nps.gov/index.htm](https://www.nps.gov/index.htm)
For events and information about the California State Parks - [https://www.parks.ca.gov/](https://www.parks.ca.gov/)
Kindergarten: Math

Being prepared for the 21st-century workforce requires being able to do more than simply compute or carry out procedures, and the Common Core State Standards provide a framework for broadening what it means to do and learn math. Children need conceptual understanding as well as procedural fluency, and they need to know how, why, and when to apply this knowledge to answer questions and solve problems. They need to be able to reason mathematically and communicate their reasoning effectively to others. Therefore, the way your child learns about math may look different from the way math has been taught previously.

Kindergarten math focuses most heavily on two critical content areas:

1. Representing and comparing whole numbers, initially with sets of objects.
   - Knowing number names and the count sequence.
   - Counting to tell the number of objects.
   - Comparing numbers.
   - Understanding addition as putting together and adding to, and understanding subtraction as taking apart and taking from.
   - Working with the numbers 11–19 to gain foundations for place value.

2. Describe shapes and spatial relationships.
   - Identifying and describing shapes.
   - Analyzing, comparing, creating, and composing shapes.

What Can Families Do To Support Children?

General Math Support
- Ask questions to support your child with their homework:
  - What do you already know about this problem?
  - Can you draw a picture of what is happening?
  - Does this remind you of a problem you have seen before?
- Show that you have a growth mindset about math: Even if you struggle with math, you can show your child that you are excited to learn about what they are doing.

Kindergarten Math Support
- Each time your child begins a new Math Unit, read the Kindergarten Family Letter for that unit to become familiar with the math concepts being introduced and what you can do to help. Letters are in your child’s homework and can also be found in multiple languages at www.sfusdmath.org/family-letters.html
- Make math fun and engaging for your child. For example, notice a number in the world around you. Wait for your child to notice the same number that you do, turning it into a guessing game.

Additional Resources for Families
- SFUSD’s Math Website includes helpful resources for family and community members in multiple languages: www.sfusdmath.org
- Parent guides by grade level in English and Spanish: www.commoncoreworks.org.
- Helping your child learn mathematics, including activities from pre-school to Grade 5: http://www2.ed.gov/parents/academic/help/math/index.html
Kindergarten: Science

This is an exciting time in science education as we transition to the new Next Generation Science Standards (NGSS)! One of the changes that comes with the NGSS is a greater focus on Science and Engineering Practices: what real scientists and engineers do as a part of their work. Emphasis on practices, rather than solely on memorizing scientific facts, better prepares students for future opportunities within the fields of science and engineering, and allows all students to become more scientifically literate citizens who can think critically about issues that matter, from healthcare to the environment.

The four practices included on the report card are: Asking Questions, Developing and Using Models, Planning and Conducting Investigations, and Designing Solutions. In kindergarten, students are expected to:

- Ask questions based on observations to find more information about the natural and human-made world
- With guidance, plan and conduct an investigation in collaboration with peers
- Distinguish between a scientific model and an actual object, process, or event; compare and contrast scientific models
- Design or build a device that solves a specific problem

What Can Families Do To Support Children?

- Check with your child's teacher about volunteering for hands-on science in the classroom or science related field trips.
- Get outside together, taking time to notice, appreciate, and wonder about surroundings.
- Engage in science practices at home:
  - **Ask open-ended questions**: Take time to encourage thoughtful answers. “Tell me about what you built, made, created.” “What do you think caused it to change?” “Can you think of a different way to do it?” “Can you describe what happened?”
  - **Observe Carefully**: Notice small details. “What shapes do you see in that spider web?” “Does this bread feel different from that one?”
  - **Predict and Test**: Experiment with ideas about how the world works. “How long will an ice cube last sitting on the counter?” “Will it melt faster on another surface?”
  - **Investigate**: Encourage your child to take things apart! Flowers, old toys, clocks, and household appliances are great lessons — and don’t worry about putting them back together!
  - **Explain and Model**: Encourage students to model their understanding of the way things work through drawings, writing, and conversation. Don’t worry about if they are right or wrong; it’s the process of explaining that’s important!

Additional Resources for Families

- More great science resources for supporting your child with science: [http://www.SFUSDscience.org](http://www.SFUSDscience.org), especially the “Students” and “Families” tabs
Kindergarten: Health

Health Education is part of the required instructional program at all grade levels in SFUSD schools. The goals of health education are to supplement and reinforce discussions about health in the home and community and to teach knowledge and skills necessary for children to make health-promoting decisions. Based on the California Health Content Standards students in Kindergarten will learn about: Personal and Community Health; Injury Prevention and Safety; and Nutrition and Physical Activity.

<table>
<thead>
<tr>
<th>Health Standards</th>
<th>What Can Families Do To Support Children?</th>
</tr>
</thead>
</table>
| Personal and Community Health: Identifying and showing ways to stay healthy | Adults can model healthy habits and assist children by:  
- handwashing before meals, after using the bathroom, and touching money or pets  
- covering sneezes and coughs  
- brushing teeth at bedtime and upon arising  
- being physically active by walking more, going to the park and on hikes  
- getting enough rest time by going to bed early |
| Injury Prevention and Safety: Understanding and applying basic safety concepts | Adults can reinforce safety by:  
- ensuring children are in booster chairs and buckled while in vehicles, and wear helmets when riding bikes or skating  
- stopping at corners and looking both ways before stepping off the sidewalk, obeying traffic signals and walking on the crosswalk  
- encouraging child to seek help from a trusting adult; calling 9-1-1 in an emergency  
- making children aware of safe and unsafe touches  
- advising children to stay away from strangers and report any incidents  
- reviewing school rules and the importance of reporting bullying to an adult  
- placing poisons and other unsafe items (bleach, medicines, knives...) out of reach |
| Nutrition and Physical Activity: Identifying and choosing healthy foods and activities | Adults can model healthy nutrition and physical activity by:  
- purchasing and serving a variety of healthy foods like fruits, vegetables, whole grains, lean meats, water and milk (instead of juices and sugary drinks),  
- asking child to state why certain foods are good for their health and having them choose their favorites for meal items and snacks  
- being physically active by walking, biking, skating, going to the park, etc.  
- asking children to state why certain physical activities are good for their health  
- asking children to plan a healthy breakfast and explain why it is important |

Additional Resources for Families

Health websites:  
www.healthychildren.org/English/Pages/default.aspx; www.choosemyplate.gov/health-and-nutrition-information;  


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Kindergarten: Physical Education

Physical Education

Physical Education is a content area in which your student will participate in a variety of activities focusing on motor skills, movement patterns, physical fitness, goal setting, healthy lifestyle choices, as well as positive social interactions. Students will be graded on three Motor Skills/Movement Patterns and two cognitive concepts that are based on CA State Physical Education Content Standards. Physical Education is a comprehensive instructional program, which differs from recess, free play, recreational sports, and athletics. PE Specialists and Classroom Teachers work in collaboration to provide high quality instruction and meet the mandated minutes required by California State law. Kindergarten through 5th grade will receive no less than 100 minutes of Physical Education class time every week. Ultimately, our vision is students become confident, active, and healthy lifelong movers.

What Can Families Do To Support Children?

“As an adult, you make a big difference in what children think and do. Children look up to you as a role model. If you eat right and are physically active, you have a good chance of helping children make those choices, too.”
— National Institutes of Health

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<thead>
<tr>
<th>Make family time physical activity time.</th>
<th>Lead an active lifestyle and encourage children to join you.</th>
<th>Walk whenever you can.</th>
<th>Train as a family for a charity walk or run.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on activities the whole family can do together, and keep the activities fun rather than competitive.</td>
<td>Show your children how much you enjoy physical activity!</td>
<td>Walking decreases health risks. Walk with your children to school or local parks as much as possible.</td>
<td>There’s nothing like having a shared goal.</td>
</tr>
</tbody>
</table>

- Biking
- Dancing
- Playing Frisbee in the park
- Try new activities yourself
- Laugh
- Smile
- Walk to do errands
- Park further away from your destination
- Use the stairs
- Hot Chocolate Run in Golden Gate Park
- Chinatown YMCA New Year Run
- SF Giants Fun Run

Additional Physical Activity Resources for Families that support Physical Education

- SFUSD Physical Education
- San Francisco Recreation & Parks
- SF Sunday Streets
- Let's Move! Get Active!
- Choose MyPlate USDA
- SF Department of Public Health
- Active San Francisco

http://www.pesfusd.com
http://sfrecpark.org
http://www.sundaystreetssf.com
http://www.letsmove.gov/get-active
https://www.choosemyplate.gov/physical-activity
https://www.sfdph.org/dph/default.asp
http://www.active.com/san-francisco-ca/running/5k

*Play60 Parent Guide
Kindergarten: Visual and Performing Arts

Visual and Performing Arts education in SFUSD is guided by the principle that all students must have both access and equity in arts education. As San Francisco artist and pioneer arts educator, Ruth Asawa said, “just as athletes need to exercise every day, children need to make art every day.” The SFUSD Arts Education Master Plan is the blueprint for integrating the arts into each student’s daily curriculum. Parents are welcome to review the entire plan at SFUSDVAPA.weebly.com for details about the shared responsibility of classroom teachers, VAPA teachers, and school communities to ensure that the arts are an integral part of the academic day.

What is My Child Learning?
Students in all grades are taught according to the Visual and Performing Arts Standards for California Public Schools adopted by the California State Board of Education. These standards are grouped according to:

1) Artistic perception: how do students process, analyze, and respond through use of language and skills to dance, music, theater, and visual art
2) Creative expression: students create and apply skills to their own art
3) Historical/cultural context: students learn and respond to cultural and human diversity
4) Aesthetic valuing: students apply processes and skills to analyze art forms
5) Connections and relationships: students connect and apply what is learned to other academic subjects and real life.

What Can Families Do To Support Children?

- Encourage your child to sing, play music, dance, draw, paint, or play imaginary games with their friends, sibling, or by themselves.
- Take your child to art exhibits at school, museums, online, and more.
- Talk to your children about the visual and performing arts they experience and give them plenty of silent time to ponder:
  - What’s going on in this picture?
  - What’s going on in this performance?
  - What do you see that makes you say that?
  - What more can we/you find?
  (Source: Visual Thinking Strategies)
- Make sure your child participates in performances and arts related programs.
- Join your school’s ARTS committee and provide support with field trips and other arts-related activities.
- Talk to your child’s regular classroom teacher and share what their interests are at home.

Additional Resources for Families
The San Francisco community includes a large number of arts opportunities including many with arts providers for children. For an extensive list of these arts providers and links to their program descriptions go to http://sfusdvapa.weebly.com
1. Do teachers provide Progress Reports* on IEP Goals as well as a Standards-Based Report Card**?
Yes. A student’s family should be notified of their child’s progress on IEP goals. If a student with a disability is participating in the general education curriculum then, the child must receive a report card that reflects their progress.

**NOTE:** The student’s IEP goals are not the basis for their grades on Report Cards.

2. Can an IEP team determine that a Standards-Based Report Card is not needed?
The IEP team on an individualized case-by-case basis will determine this decision. The team must determine the most appropriate method of grading the student and indicate so in the IEP. If the IEP team makes this determination, then it must determine what the most appropriate way is to provide meaningful information to parents on student’s progress, which may be a detailed report of a student’s progress on IEP goals.

3. Who provides the grades on a student’s Standards-Based Report Card?
The General Education teacher is responsible for providing grades on the report card, and may do so in consultation with a child’s Special Education teacher. Likewise, the Special Education teacher is responsible for providing Progress Reports on IEP goals, and may do so in consultation with a child’s General Education teacher. Additionally, the Special Teacher provides Progress Reports on IEP goals to families at the same time as the report card (i.e. at the end of each trimester).

4. Should the teacher indicate on a report card that the student has a disability?
No. The nature of a student’s disability should not be named or identified on a report card. Nor should the students’ specialized instructional setting or services be described. In a report card, ONLY student performance on the curriculum should be noted.

5. Do accommodations affect grades (Proficiency Levels) on a Report Card?
No. Accommodations do NOT affect Report Card grades. An accommodation is a change to the teaching or testing procedures, student response, or other attributes in order to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills. An accommodation does not fundamentally alter or lower the standard or expectation of the course, standard or test.

6. Do modifications affect grades (Proficiency Levels) on a Report Card?
Yes. Modifications affect Report Card grades (Proficiency Levels). If a modification has been made in the curriculum, then a student’s grade must reflect the achievement in the modified curriculum, as long as modified grades are available to all students. However, the District cannot modify grades based on the student’s special education status.

Modifications are practices and procedures that change the nature of the task or target skill. A modification is WHAT the student is expected to learn and/or demonstrate. While a student may be working on modified course work, the subject area remains the same as the rest of the class.¹ When students are unable to meet grade level standards, then the curriculum content may be modified per the student’s IEP. Grading proficiency levels should be based on the standards a student is working on.

7. How does behavior, attendance, and task completion factor into a student’s grade?
Standards based grading is based on mastery of standards. Therefore, behavior, attendance, and incomplete work should not be incorporated into a student’s grade.

*Progress Reports* indicate progress on the IEP goals designed to designate necessary learning for a student to access and progress in the general education curriculum.

**Report Cards** provide measures of a student’s progress in the general education curriculum and are provided to parents to indicate their child’s progress or level of achievement in specific classes, course content, or curriculum.

Adapted from Riverside SELPA “Guidelines for Grading Students with Disabilities” p.10-20