

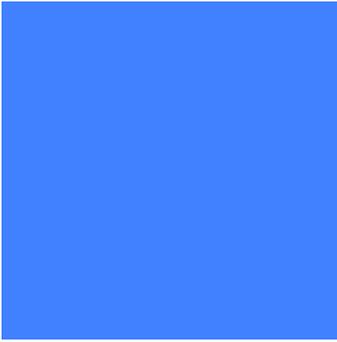
Palo Alto  
Unified  
School  
District



# Elementary Progress Report Guide

Palo Alto Unified School District is interested in building strong school-home partnerships. One important communication tool is the progress report. This guide describes the recent improvements made to the K-5 progress report.

August 2014



# What's new?

## Changes to the Progress Report

### **Aligned to the Common Core State Standards in English Language Arts and Mathematics**

California, along with 45 other states, adopted the Common Core State Standards (CCSS). These standards guide instruction in our classrooms. The CCSS represent a set of skills and knowledge that all students must attain. They define “the what” will be taught and our teachers determine the best instructional approaches to use to ensure our students successfully attain those goals.

### **What else was considered in redesigning the progress report?**

Committees made of teachers, administrators and parents listened to input from staff and parents. There was a clear desire to have this reporting tool fulfill the following needs:

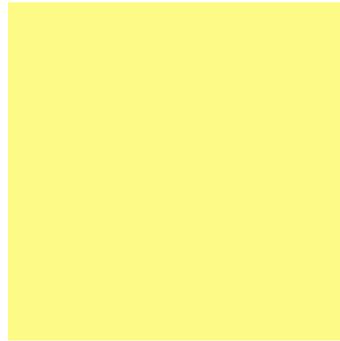
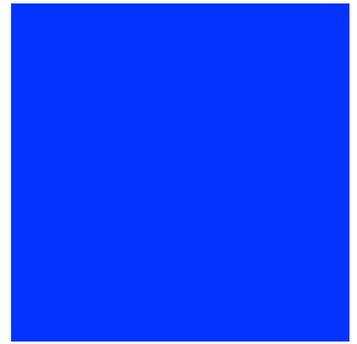
- Communicate student strengths and areas for growth
- Report on content that matters most
- Be in parent-friendly language

### **Increased emphasis on social-emotional learning**

The PAUSD community is strongly committed to supporting our students academically, behaviorally, and social-emotionally. All three areas are critical to the success of a student. As a result, the social-emotional learning (SEL) section on the progress report has been expanded to inform parents about their children’s progress in these areas. These SEL descriptors are based on the research of the Collaborative for Academic, Social and Emotional Learning (CASEL).

### **Narrower Focus**

This progress report does not attempt to report on everything that your child will learn in school. Instead, deliberate effort was put into prioritizing concepts and skills that we believed represented the most critical learning that will lead to students success as they progress through the grades.



# Frequently Asked Questions

**Why a standards-based progress report? I want to know how my child is doing compared to others in his class, not compared to a standard.**

Standards-based progress reports provide consistent evaluation of student progress throughout the year. Knowing the end-of-year target goal allows teachers to differentiate instruction to appropriately support each student.

**How does this help parents understand their child's progress?**

Standards-based progress reports promote more detailed and meaningful conversations at parent-teacher conferences. Further, the progress reports help parents understand significant learning expected at each grade level.

**Are all standards included on the progress report?**

The progress report does not include all standards as the document would become unwieldy. Reporting standards were crafted and included on the progress report according to what the PAUSD committees believed to be most significant for student learning.

**If a student is marked as having a strength in one area, is it expected that he/she will exceed that standard by the end of the year?**

That is certainly possible but not expected. The goal is for all students to meet the benchmarks at the end of the year. Some students will exceed the standard in some areas. All students however will demonstrate strengths in some areas whether or not they ultimately exceed the end of year standard.

**Is it possible to have a strength become an area of concern?**

Again, that is possible. Students learn at different rates throughout the year. It could be that the concepts was easily understood at the beginning of the year, but as the year wore on and the expectations increased, it became more challenging. This would be an unusual occurrence, however.

**Where can I get more information about the expectations for each grade level?**

Visit [pausd.org](http://pausd.org) to view student work samples and other information to help describe expectations.

# PALO ALTO UNIFIED SCHOOL DISTRICT

2014-2015  
  
 Palo Alto Unified  
 School District

Dad 03 STUDENT	95030973	Grade 03 STUDENT	Grade 03
3941 El Camino Real #208		<b>Elementary School Name</b>	
Palo Alto, CA 94306-3319		<b>Gr3 Teacher</b>	

Purpose of the progress report.

The purpose of this progress report is to communicate students' social-emotional learning and academic progress based on PAUSD expectations and as informed by the Common Core State Standards. It highlights current performance levels, student strengths, and areas for continued growth.

<b>Trimester 3 (T3) Overall Comments</b>
Teacher comment goes here
<b>Trimester 2 (T2) Overall Comments</b>
Teacher comment goes here
<b>Trimester 1 (T1) Overall Comments</b>
Teacher comment goes here

Teacher comments for each trimester will be included in this section.

**Social and Emotional Learning Progress Indicators**

S	Area of strength
P	Progressing
C	Area of concern

The same Social and Emotional Learning progress indicators will be used for all three trimesters.

<b>Social and Emotional Learning</b>		T1	T2	T3
<b>Self-Management</b>	Uses strategies to manage and moderate emotions in various situations			
	Makes effective choices to complete learning tasks			
	Shows initiative to complete tasks independently			
	Engages willingly in new experiences			
	Persists when faced with challenges and tries different approaches			
<b>Self-Awareness</b>	Identifies personal strengths and areas to improve upon			
	Demonstrates and recognizes personal best effort			
	Is aware that personal actions affect others and modifies behavior as needed			
<b>Social Awareness</b>	Expresses own opinion and can explain others' opinions			
	Follows classroom routines and procedures and recognizes ways to support classmates			
	Forms and maintains positive relationships with classmates: includes others in classroom groups and playground games			
<b>Relationship Skills</b>	Demonstrates active listening along with appropriately initiating, joining, and interrupting conversations with adults and peers			
	Contributes to the successful completion of group tasks through cooperation and compromise			
	Uses a range of conflict resolution strategies to negotiate positive outcomes to problems			

Teachers may make additional comments immediately after a standard or at the end of a section.

**Social and Emotional Learning Comments**

T3: Teacher has the option of putting a comment here

The first group of progress indicators will be used for the first and second trimesters. In the third trimester, teachers will use the end of year progress indicators.

Progress Indicators for Academics (T1, T2)		End of Year Progress (T3)	
S	Area of strength	X	Exceeded standard
P	Progressing	M	Met standard
C	Area of concern	N	Did not meet standard
NA	Not taught or not assessed		

NA is used when a teacher has not yet taught to that standard during the year or has not taught the content thoroughly enough to be assessed at this time.

English Language Arts				
		T1	T2	T3
<b>Reading</b>				
<b>Details</b>	Discusses the central message in fictional texts using details about characters and plot elements			
	Discusses the main idea in informational texts using details about time, sequence, and cause and effect			
<b>Structure</b>	Distinguishes point of view			
	Uses text features (e.g., subheadings, diagrams, captions, charts, glossaries, and indexes) to locate information			
<b>Integration of Knowledge and Ideas</b>	Compares and contrasts themes, settings, and plots in stories			
	Compares and contrasts key ideas in informational texts by using information from illustrations and words in a text.			
<b>Foundational Skills</b>	Reads grade-level texts with expression, accuracy, and fluency			
<b>Range of Reading</b>	Understands grade-level texts in a variety of genres (e.g., folk tales, fairy tales, and science texts)			
<b>Writing</b>				
<b>Types and Purposes</b>	Writes narratives of real and imagined experiences using descriptive details			
	Writes well-organized informational texts to clearly share facts and ideas			
	Writes well-organized opinion pieces supporting a point of view with reasons			
<b>Production and Distribution</b>	Plans, revises, and edits writing			
	Uses a variety of digital tools to collaborate, produce, and publish			
<b>Research to Build and Present Knowledge</b>	Conducts short research projects using note-taking skills			
<b>Range of writing</b>	Writes routinely over extended and shorter time frames for a variety of purposes			
<b>Listening/Speaking</b>		T1	T2	T3
<b>Comprehension and Collaboration</b>	Engages in small and large-group conversations respectfully, builds on ideas of others, and expresses own ideas and evidence clearly			
<b>Presentation of Knowledge and Ideas</b>	Speaks clearly with appropriate pacing and volume to report on a topic, tell a story, or recount an experience			
<b>Language</b>		T1	T2	T3
<b>Conventions of Standard English</b>	Speaks and writes using grade-appropriate conventions and spelling			
<b>Vocabulary Acquisition and Use</b>	Determines the meaning of unknown and multiple-meaning words and uses grade-level vocabulary in speaking and writing			
<b>English Language Arts Comments</b>				
<i>T3: Teacher has the option of putting a comment here</i>				

The English Language Arts Standards are based on the Common Core State Standards.

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Mathematics		T1	T2	T3
<b>Operations and Algebraic Thinking</b>	Uses the four operations (+, -, x, ÷) to solve two-step word problems			
	Multiplies and divides within 100 and understands the relationship between multiplication and division			
<b>Fractions</b>	Demonstrates understanding of fractions as numbers			
<b>Measurement</b>	Measures and estimates time, length, volume, and weight using standard units			
	Measures and explains the area and perimeter of two-dimensional shapes			
<b>Geometry</b>	Identifies and categorizes the attributes of two- and three-dimensional shapes			
<b>Number and Operations in Base 10</b>	Uses place value to fluently add and subtract within 1,000			
<b>Math Practices</b>	Makes sense of problems and perseveres in solving them: students discuss problem-solving strategies and recognize the connections between them			
	Constructs viable arguments and critiques the reasoning of others: students explain their own thinking, respond to others' explanations, and ask appropriate questions			
	Uses appropriate tools strategically: when solving a problem, students understand which tools are the most appropriate to use (e.g., objects, diagrams, and estimation)			
	Attends to precision: students accurately calculate, measure, and communicate with precise math language			

Math Practices describe the habits of mind students should develop to foster mathematical understanding.

The Mathematics Standards are based on the Common Core State Standards.

## Mathematics Comments

*T3: Teacher has the option of putting a comment here*

Science		T1	T2	T3
<b>Content</b>	Demonstrates an understanding of content and concepts in physical science			
	Demonstrates an understanding of content and concepts in earth science			
	Demonstrates an understanding of content and concepts in life science			
<b>Process Skills</b>	Differentiates evidence from opinion and knows that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed			
	Predicts the outcome of a simple investigation and compares the result with prediction			
	Collects and analyzes data to draw conclusions			
	Understands that scientists support their claims with evidence			

Teachers will provide details regarding Science units of study in newsletters, parent communication emails and in the comments section.

## Science Comments

*T3: Teacher has the option of putting a comment here*

Social Studies		T1	T2	T3
	Demonstrates an understanding of content, concepts, and vocabulary			
	Applies critical thinking and cultural awareness in discussions			

Teachers will describe details of Social Studies content being studied in the comments section.

## Social Studies Comments

*T3: Teacher has the option of putting a comment here*

# PALO ALTO UNIFIED SCHOOL DISTRICT

**Art, Music and PE Progress Indicators**

S	Area of strength
P	Progressing
C	Area of concern

These progress indicators will be used for all three trimesters for Art, Music and Physical Education.

Art, Music, Physical Education		T1	T2	T3
<b>Art</b>	Creatively expresses original ideas in a variety of media			
<b>Music</b> Gr3 Music Teacher	Participates appropriately in singing, listening, instrument, and movement activities			
	Demonstrates skills in musical concepts (e.g., steady beat, rhythm, and pitch)			
<b>Physical Education</b> Gr3 PE Teacher	Demonstrates self-control of body, voice, and personal space			
	Demonstrates age-appropriate, motor-skill development			
	Abides by class guidelines with regard to safety, responsibility, effort, participation, and good-sport behavior			

This is the record of a student's attendance.

Attendance						
T1 Absent	T1 Tardy	T2 Absent	T2 Tardy	T3 Absent	T3 Tardy	
3	0	2	0	0	0	