



REPORTING STUDENT PROGRESS

FAQs for Parents

What is a Standards-based Assessment System?

Teachers assess student mastery levels demonstrated during the reporting period and assign the appropriate performance level for each area measured. The Cypress School District has four performance levels:

- 1 Not Meeting Standards: This mark is given when there is no growth and/or regression as indicated on assessments, classwork, projects, and other documented student work.
- 2 Working Toward Standards: This mark is given when there is progress towards mastery, but the student has not yet demonstrated proficiency on the standard(s) as indicated on assessments, classwork, projects, and other documented student work.
- 3 Meets Standards: This mark is given when a student has demonstrated mastery of a standard(s) and is meeting grade level expectations as indicated on assessments, classwork, projects, and other documented student work.
- 4 Exceeds Standards: This mark is given when the student demonstrates he/she has mastered the grade level standard(s) and exceeds expectation. A "4" should be given when a student is not only scoring at high levels of mastery on classroom assessments but is able to extend learning to higher levels of application (projects, extended assignments, etc.).

Is a 4 an A, and a 3 a B?

No. The 4, 3, 2, 1 marks do not equate in any way to A, B, C, D, F. Understand that a 3 means your child is meeting the standard at grade level.

How are students assessed to determine student mastery?

Students are assessed on the development of skills and knowledge; what they know and can do, rather than their completion of tasks. Students are to be provided with multiple opportunities to demonstrate their knowledge and are offered a variety of ways to demonstrate their learning using multiple measures that are done under the supervision of a classroom teacher:

- Classwork
- Projects
- Writing assignments, on-demand writing, and other written work
- Oral responses
- Participation in class, e.g., shared reading, small group work, Math Talks, etc.
- Assessments: Unit Assessments/Weekly Assessments/Informal Assessment/Quizzes

Why aren't we using letter grades anymore?

Letter grades do not give an accurate report of what students know and can do. Standards-based reporting gives parents a clear picture of their child's abilities and reports effort and work completion separately.



Why don't we just use grade averages?

The purpose of a standards-based system is to report what students know and are able to do; averaging does not represent an accurate picture of where a student is in learning. A student who struggles in a class at the beginning of a reporting period, but who keeps working and by the end of the reporting period can clearly demonstrate competence in the subject, should receive a performance level that reflects that competence.

Do performance levels translate to traditional grades?

While it may feel as though performance levels are easy to translate to the traditional A, B, C, D, F, there is actually no real way to translate grades to performance levels. In traditional grading, letter grades report the number of points earned in a subject and do not report what the student has learned in regards to the standards.

Is it possible to drop a performance level from one marking period to another?

While a student who demonstrates a performance level of 3 in the first marking period, may earn a 2 in the second marking period when the rigor of the standard has been increased. This shift from a 3 to 2 indicates the student understands the major elements of the concept but may need more development of the details or application and more teacher support.

Can my child get 3's the first trimester?

Yes, if your child is evaluated on the mastery of the standards to the point which the teacher has instructed.

Can my child get 4's in the first trimester?

Yes, if your child has demonstrated mastery of the grade level content standards AND demonstrated higher levels of the application at/or above grade level.

What do you mean by "to the point which the teacher has instructed"?

There is an important difference between "to the point which the teacher has instructed" and end of year expectations. The performance level will be determined based on the trimester expectations for the student and not necessarily the end of year expectation.

Will my child get a progress report?

At any time, you may contact your child's teacher to ask about progress. Education Code 49067 mandates either a conference with the parent/guardian or a written report sent to the parent/guardian whenever a student is in danger of failing a course, in danger of failing is considered a 1 or U. Pursuant to Education Code 49067, the refusal of a parent/guardian to attend the conference or to respond to the written report shall not preclude failing the student at the end of the reporting period.

Will my child be assessed in all areas each trimester?

Yes, with the following exception:

- Math- appropriate sub-strands

Can my child be identified for the Honor Roll?

Teachers will have criteria used to give academic excellence awards, but it will not be the traditional 3.5 GPA Honor Roll. Each school in the district will continue to find ways to award students for academic excellence, improvement, and work/study habits.

**How is my child with an IEP with a modified curriculum performance level determined?**

- If the student is demonstrating mastery on the grade level standards, he/she will receive a 3.
- If a student is making progress toward grade level standards, he/she will receive a 2.
- If a student is not making progress, it is necessary for the IEP team to review the IEP and determine if the IEP goals are appropriate for the student.
- Students with an IEP are also provided with progress reports along with report cards indicating progress toward IEP goals.

My child is an English Learner. How will my child's performance level be determined?English Language Development (ELD):

In ELD categories, performance levels are based on the California English Language Development standards based upon your child's English Proficiency level.

A performance level is given in English Language Development (ELD) in four areas:

- Reading
- Writing
- Listening
- Speaking

Content Areas:

- If the student is demonstrating mastery on the grade level standards, he/she should receive a 3.
- If a student is making progress toward grade level standards, he/she should receive a 2.
- If the student is not making progress, it is necessary to write an intervention plan.

How is homework factored into monitoring my child's progress?

- Homework is intended as the practice to reinforce skills learned.
- Homework is not factored into the mastery of a content area because we want to have an accurate picture of whether or not a student has met each standard.
- Homework is considered in the Work and Study Habits section of the report card.

Where can I get more information on my child's grade level content standards?

Please visit the California Department of Education <https://www.cde.ca.gov/re/cc/>

How do teachers use book reports for monitoring student progress?

- If the book report was done in class and is aligned with an English Language Arts (ELA) standard(s), then it may be used to assess student mastery.
- If the book report is done at home, then it is part of the effort performance level > completes assignments.

May a teacher use Reading Counts as an assessment?

Yes, if the test is completed under the supervision of the classroom teacher under the appropriate standard in ELA Reading Literature/Informational Text.

May a teacher use Reading Inventory to determine student progress to meeting standards?

Yes, it may be used as one measure to determine proficiency for selected ELA standards.



How is the Standard-based Assessment system aligned with the Anaheim Union High School District?

The policy is aligned and articulated with the Anaheim Union High School District. Cypress School District works with Anaheim Union High School District to ensure grading practices are clearly communicated in order to support accurate placement to classes and programs

How does the Standard-based Assessment system align with Oxford Academy admission criteria?

- Oxford Academy has an identified admission criteria for Standards-based grading. Here is the site for information: <https://oxford.auhsd.us/view/45106.pdf>
- Students must have earned 3s and 4s on a 4 point scale
- Students must have a satisfactory or above mark in citizenship, effort, and attendance.