

**Los Angeles Unified School District
Division of Instruction**

Frequently Asked Questions (FAQ) for Elementary Report Card Revision

Academic Grading		
<p>Note: 49066. (a) When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil's grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final.</p>		
	Question	Answer
1	We teach each of the math practices. How do we figure out what the descriptors match?	The groupings come from the authors of the CCSS and represent Math Practices 1 & 6, 2 & 3, 4 & 5, 7 & 8.
2	What engineering? Where is that in the curriculum?	Engineering is an important part of the new science standards: the Next Generation Science Standards. The curriculum will be widely available when we go through our scheduled science adoption in 2018. In the meantime, there are opportunities to explore the engineering design process in our current curriculum.
3	What are Foundational Reading Skills? Is Making Meaning from Text the same as Reading Comprehension? Why are Speaking and Listening combined?	<p>The areas for grading in ELA are grouped according to the organization of the CA Content Standards ELA strands: Reading (Informational & Literary), Reading Foundational Skills, Writing, Speaking & Listening, and Language.</p> <p>The Foundational Skills (FS) are Print Concepts, Phonological Awareness, Phonics & Word Recognition, and Fluency. Reading Fluency is part of the Foundational Skills, is measured by the DIBELS & TRC Assessments, and comprises part of the FS grade. Fluency scores vary according to genre and interest. These can be shared in parent conferences or by other means.</p>
4	Will there be effort scores for each discipline or strand?	Effort scores are now reflected in the section titled "Characteristics and Behaviors of a College-Prepared and Career-Ready Learner".
5	How will the parents understand the new form?	Parents will be receiving a parent's guide to the progress report.
6	When is the "check" option allowed?	The check option is for indicating which science domain is being taught during the reporting period.
7	Do all fields have to be filled?	No, please use the N/A option.

**Los Angeles Unified School District
Division of Instruction**

Frequently Asked Questions (FAQ) for Elementary Report Card Revision

8	Is there any place for achievement vs. effort	The efforts scores is subsumed by the Characteristics and Behaviors of College Prepared Career Ready Learners. This section of the progress report is derived directly from the California Department of Education content frameworks.
9	Where are the work and study habits and behavioral comments?	There is a bank of 800 comments available to teachers to choose from when completing the progress report. The progress report has room for 8 comments. It is the decision for teachers to make as to which comments to include in the the progress report.
10	Instructional Services means what exactly?	Instructional Services are services provided through Gifted and Talented Education and/or other intervention services. The Division of Special Education requested that no services related to a child’s individualized education program (IEP) be reflected on this progress report. When reporting progress on IEP goals, teachers should be referred to BUL-2332.5 “Marking Practices.”
11	Will Intervention and GATE identification be automatically populated?	The intervention and GATE identification information will prepopulate based upon student data held in MiSiS.
12	How are BR, EM, and EX connected to numeric values? Will there be ELD assessments in the future?	The 2012 ELD Standards call for these three Proficiency levels. The numeric values from 1-4 in the Progress Report enumerate student progress within the level as described in the key. At the top of the ELD Standards section of the report card, the CELDT level is listed. 2017-2018 will see a transition from the CELDT test, with 5 levels to the ELPAC, based on the descriptors of Bridging, Expanding, and Emerging.
13	Are teachers expected to give only one grade even though the student can be in three different proficiency levels based on the standards of both Part I and Part II?	Teachers are not expected to give an overall Proficiency Level. Students receive a level and progress grade individually for 3 Modes in Part I, and 3 Processes in Part II. These are intentionally presented separately in order to call attention to the need for both a focus on meaning and interaction and a focus on building knowledge about the linguistic features and structure of English.