

Elementary Progress Report Teacher Handbook

Los Angeles Unified School District

Division of Instruction, Elementary Instruction – January 27, 2017





Progress Report Handbook for Teachers

Handbook to be used in conjunction with the “Unfolding the New Elementary Progress Report” modules.

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Section 1, The New Elementary Progress Report

a) History and Purpose

California adopted the Common Core State Standards (CCSS) in 2010, now called the California Content Standards. Since then, Los Angeles Unified School District has been shifting to the new standards. Part of this work includes the creation of a new progress report with the purpose of communicating students' achievement of the California Content Standards and their progress toward the 21st Century Skills. This new progress report provides students and families with a more detailed outline of performance expectations. With knowledge of these expectations and awareness of their strengths and weaknesses, students set meaningful goals to experience success.

The creation of the new LAUSD California Content Standards progress report involved multiple stages of development. Committees of teachers, administrators, UTLA and AALA members, and parents examined CCS and non-CCS-aligned report card samples from other school districts. This committee used these resources to begin developing a cutting edge document that would represent 21st century academic progress in our elementary classrooms. The collaborative process included representation from the Division of Instruction, Multilingual and Multicultural Education Department, the Arts, Gifted and Talented Education, Special Education, Early Childhood Education, Parent Community and Student Services, UTLA, AALA, and the Instructional Technology Initiative.

After multiple working sessions, receiving feedback from the field, and revisions, the progress report was finalized for online field testing. In 2016-2017, ten different schools piloted the progress report in MiSiS in order to ensure successful implementation for the 2017-2018 school year.

b) Structure of the Progress Report: Academic Subjects

Language and Literacy

Literacy subjects are driven by the English Language Arts/English Language Development (ELA/ELD) framework themes and standards. In addition to receiving a mark for each literacy theme, students also receive a composite score based on the aggregated literacy marks. The composite score is used for identification for various programs, such as Gifted And Talented Education (GATE), as well as for English Learner (EL) reclassification.

Mathematics

Each student receives a composite score in mathematics based on the combined marks from each grade-level domain in the Standards for Mathematical Content. The Standards for Mathematical Practice are a new part of the California Content Standards and are grouped according to the work of William McCallum, one of the authors of the Math CCSS.

Math Practices	Thinking Skill
MP 1 & 6	Overarching Habits of Mind
MP 2 & 3	Reasoning and Explaining
MP 4 & 5	Modeling and Using Tools
MP 7 & 8	Seeing Structure and Generalizing

History/Social Science

Content standards and historical analysis skills are scored. Descriptions of the K-5 Historical and Social Science Analysis Skills are found in the *History-Social Science Content Standards for California Public Schools* on page 1.

Science

The Next Generation Science Standards (NGSS) are taught and assessed. Teachers indicate with a check mark which area was taught during the reporting period: Earth Science, Physical Science, or Life Science. Engineering is taught in each reporting period. <http://www.nextgenscience.org/california>

Arts

The Arts are a core subject in LAUSD according to the Board Resolution of October 9, 2012. California Ed Code 51210(e) states that all students will have access to dance, music, theatre and visual arts each year. Students should receive a grade in each arts discipline in at least one grading period each year.

LAUSD Instructional Programs and Grading

English Language Development

Teachers should evaluate students using the CA ELD Standards during Designated ELD, and on their achievement of the CA ELD Standards in tandem with the CA Content Standards in all other content areas (Integrated ELD).

ELD Standards Progress Report Marks are recorded on page two of the Progress Report for all English Learners. Marks are entered for each of 3 Modes of the Part I Standards and 3 Processes of the Part II Standards. For each Mode and Process, the English Learner receives an identification of their performance level (BR—Bridging, EX—Expanding, or EM—Emerging) and their progress within that Mode or Process. Part III ELD Standards are addressed in the Foundational Reading Skills in English Language Arts.

Dual Language/Bilingual Programs

Students participating in the dual language program, maintenance bilingual education program, transitional bilingual education program, and foreign language immersion program receive instruction in English and a language which is the

target language of the program (Spanish, Korean, Mandarin, French, Armenian, or Arabic). All students (EL, EO, and FEP) in these programs are given Target Language Proficiency levels for each of the modes listed: Interpersonal Communication, Interpretive Reading, Interpretive Listening, and Presentational Writing. The proficiency levels are indicated by Novice, Intermediate, or Advanced. Each of these levels have sublevels: Low, Mid, and High. A two-letter acronym is used for the proficiency level, e.g., NM indicates Novice Mid, while NH indicates Novice High.

For additional information on marking practices and procedures for each of the program models, see Appendix ELD Resources.

Special Education

Students with disabilities who participate in the general education curriculum are held to the same grade-level standards as their peers without disabilities. Marks assigned to students with disabilities are based on grade-level standards to reflect progress in the general education curriculum. When specified in a student's Individualized Education Program (IEP), access to the general education curriculum is supported by the provision of accommodations and modifications. Accommodations or modifications identified on the IEP must be considered when grading students with disabilities, although they are not listed on a student's report card.

Student progress toward IEP goals is documented on the *IEP Report of Progress and Achievement from Current IEP* located on page five of the IEP. Printed copies of the *IEP Report(s) of Progress and Achievement from Current IEP* must be sent home with students when sending report cards.

Students with disabilities who participate in an alternate curriculum are to be graded on their progress and achievement based on alternate achievement standards. See Attachment A for further guidance on marking practices for students on the alternate curriculum.

For more information regarding marking procedures for students with disabilities, please reference BUL-2332.6 *Elementary School Progress Report Marking Practices and Procedures* – Attachment B.

Gifted and Talented Education

Students who are identified gifted, talented, or highly gifted are held to the same grade-level standards as their non-identified peers. Grades are assigned to gifted students using grade-level standards to reflect progress in the general curriculum. A “3” represents meeting grade-level standards and expectations (i.e., student demonstrates solid knowledge and understanding). A “4” represents exceeding

grade level standards and expectations (i.e., the student demonstrates advanced knowledge and understanding).

Exceeding grade level standards can be exhibited in a variety of ways, including, but not limited to:

- Student demonstrates deep connections and advanced abstract conceptual understanding of grade-level curriculum (depth and complexity)
- Student applies learning and concepts in new and varied ways (novelty)
- Student demonstrates understanding of above grade-level standards (acceleration)
- Student performance is characterized by self-motivation and the ability to apply skills with consistent accuracy, independence, and a high level of quality

To ensure that gifted learners achieve at their highest level, they should be challenged through differentiated instruction (depth, complexity, acceleration, and novelty), above grade-level work, and expectations appropriate to assessed interests, needs, abilities, and learning styles of the individual student. In accordance with California Education Code, gifted students are to receive differentiated learning experiences within the regular school day based on the California State Board of Education Recommended Standards for Programs for Gifted and Talented Students: <http://achieve.lausd.net/Page/2009>

Transitional Kindergarten (TK)

The California Preschool Learning Foundations (PLF) are the standards for TK. The LAUSD TK progress report aligns to these foundations. A student's mark is based on how she/he is developing along the continuum from **E** = Exploring (48 months), **B** = Building (60 months), **D** = Developing (emerging kinder skills), **I** = Integrating (kinder skills)

Social Emotional Development is reflected separately in Characteristics and Behaviors of a College-Prepared and Career-Ready Learner

ELD scoring also aligns to the Preschool Learning Foundations (PLF) and its levels, Beginning, Middle, and Later. The *Preschool Learning Foundations Volume 1, 2, and 3* provide bulleted examples of what students are able to demonstrate if they are competent/proficient in the PLF expectations. The goal for TK is not mastery of kindergarten or early kindergarten skills. The purpose of TK is to assure that each student is strong in all of the Preschool Learning Foundations expectations so students have a solid base and are ready to succeed in kindergarten and beyond.

Section 2: Marking Practices

Standards-Based Instruction

Students concentrate on true mastery of a topic or skill. Standards are bundled into learning targets. Each lesson taught is connected to a learning target. Learning targets are clear and opportunities to meet them are varied.

*“Teachers are to evaluate a student on the degree to which she or he is progressing toward the achievement of grade-level standards and English language proficiency standards for English learners (EL) where applicable...
All elements of the District educational program – the curricula, daily instructional activities, materials, textbooks, and assessments – are to be aligned to support progress of all students toward achievement of the California content standards”
-LAUSD Policy BUL 2332.5*

Standards-Based Assessment

Students know in advance what they will need to learn and how to demonstrate they have met the standard. Teachers use both formative and summative assessments to measure progress. Assessments can include projects, quizzes, tests and daily assignments. Students have multiple opportunities and different assessment options to demonstrate proficiency.

Standards-Based Reporting

Academic scores reflect a student’s level of proficiency and are marked as exceeding, meeting, progressing, or making minimal progress toward grade-level standards. Standards-based reporting focuses on what a student clearly knows and demonstrates, not how long it took to meet the standard. Each student’s work is measured against the standard, not other students’ performance. Work habits are addressed separately in Characteristics and Behaviors of a College-Prepared and Career-Ready Learner. (See Transitional Kindergarten on page 4 for information about reporting development of the Preschool Learning Foundations/standards.)

*“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.”
-CA ED Code 49066. (a)*

LAUSD offers teachers and schools more support on standards-based grading through *Mastery Learning and Grading* professional development opportunities.

What is Mastery Learning and Grading?

Mastery Learning and Grading is a growth-mindset approach to teaching and

learning. It is based on the expectation that everyone can learn when provided with the right conditions and support. Mastery Learning and Grading allows more students to succeed academically and to take charge of their own learning. It refocuses classroom grading, assessment, and lesson planning on clear learning targets, and incorporates research-based instructional practices that honor students' variables necessary for learning.

For additional information, please see Appendix.

For professional development opportunities on standards-based grading and instruction, please contact LAUSD Mastery Learning and Grading personnel:

LD East schools should contact LD East Mastery Learning & Grading Instructional Coaches:

Kenya Harper: krm8614@lausd.net

Megan Markevich: megan.markevich@lausd.net

Schools in all other Local Districts should contact Division of Instruction Mastery Learning and Grading Instructional Coaches:

Chris Grounds: christopher.grounds@lausd.net

Melissa Guice: mjq7290@lausd.net

Section 3: Entering Grades and Generating Reports

“Grades by Class” Option

The “Grades by Class” screen allows a user to enter grades and comments for students assigned to the same class, called in MiSiS “course-section,” on one single screen.

“Grades by Student” Option

The “Grades by Student” screen allows a user to enter grades and comments for a particular student for all subjects and content standards assigned to the student via the student profile. This is especially helpful for office managers or teachers who need to edit grades or comments for a particular student regardless of the class to which they are assigned.

“Elementary Report Card” Report Option

This report allows the user to print and present the elementary progress report to students and their parent(s)/guardian(s). Progress reports may be generated as needed by staff.

“Teacher Verification Report”

This report generates the Teacher Verification Report for students enrolled in

elementary grade levels. The purpose of this report is to ensure that grades and comments have been correctly entered by a teacher.

“Progress Report Comments”

Teachers can select up to eight comments for each reporting period. For a complete list of the progress report comments and their codes by content, please click on report card comments in the MiSiS Job Aid web page.

See Section 6, Job Aids for information on how to download a specific job aid including entering progress report scores, printing reports, and report card comments

Section 4: Sharing Information with Parents

California Content Standards

The new progress report reflects the current California Content Standards. The former report card was based on the previous content standards. English Language Arts (ELA) and Mathematics California Content Standards resources to share with parents are available at the California Department of Education website:

California Department of Education CCSS Resources for Parents and Guardians
<http://www.cde.ca.gov/re/cc/ccssresourcesparents.asp>

Comprehensive English Language Development (ELD)

ELD is an integral part of a comprehensive program for every English Learner (EL) to meet the linguistic and academic goals at their grade level. The ELD Standards describe the key knowledge, skills, and abilities that ELs need in order to access, engage with, and achieve in grade-level academic content.

“California recognizes that ELs in transitional kindergarten through grade twelve have a double curricular load: They must become proficient in academic English, and they must learn the same rigorous academic content required of all students in California. Because they are learning English as an additional language, ELs require specialized instructional support to ensure that they simultaneously develop academic English and have full access to a rich curriculum across the disciplines. Therefore, ELs are provided support for academic language development in core content courses (integrated ELD) and specialized support (designated ELD) for English language development. Integrated ELD is provided throughout the day. Designated ELD is provided during a protected time. Both ensure that ELs’ linguistic and academic needs are fully met.”

CA ELA/ELD Framework, Introduction pg. 10

(Comprehensive ELD continued)

General Information:

CA ELD Standards: <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

ELD Parent Brochures

English: http://www.scoe.net/castandards/Documents/parent_overview_eld.pdf

Spanish: http://www.scoe.net/castandards/Documents/parent_overview_eld_es.pdf

Benefits of the New Progress Report

There are several benefits of the new elementary progress report for parents and guardians. The progress report provides a more detailed picture regarding students' progress towards mastery of the grade level standards and more accurately reflects what is being taught in the classroom.

Parents will also receive a version of the progress report that is tailored to the specific academic program in which their child is enrolled.

Framework for 21st Century Learning

A new section, Behaviors of a College-Prepared and Career-Ready Learner, has replaced the score sections for Effort, Work and Study Habits, Learning and Social Skills. The criteria are derived from the California Department of Education content frameworks and apply to all students in grades K to 12. These are also referred to as expectations for 21st Century Learners.

<http://www.p21.org/our-work/resources/for-community>

Additional Resources

Resources for schools to share with parents can be found at the Elementary Progress Report webpage, <http://achieve.lausd.net/Page/11770>. These resources include a parent module and FAQ.

Parent Access Support System Portal (PASSport)

The LAUSD Parent Access Support System Portal (PASSport) provides student data to parents and guardians in a user-friendly web format. With PASSport, parents and guardians can access vital information about their children 24 hours a day, seven days a week from any location. PASSport currently provides the following information:

- Attendance
- Grades & Assignments
- English Learner Progress
- Health and Wellness
- Student Discipline
- Standardized Test Results
- Online Forms & Applications
- Emergency Card Information
- Transportation and Bus Routes

For more information, visit the PASSport Parent Page, <http://achieve.lausd.net/Page/10470>

Section 5, Frequently Asked Questions

A FAQ is posted on the LAUSD new Elementary Progress Report webpage, <http://achieve.lausd.net/Page/11770>.

Section 6, Job Aids/Resources

Many job aids to support teachers and administrators are available on the MiSiS website. A job aid describes step-by-step what you should do to perform a task, such as how to enter data or how to generate a report in MiSiS.

All job aids are posted on the MiSiS website under the Training link. The URL is: <http://achieve.lausd.net/Page/8061>

Click the desired topic. For example, clicking on 'Grades' takes you to the page where you will be able to select support you may need for entering grades. Progress report support topics include entering grades, printing reports, and a list of teacher comments and their codes.



[Job Aids Main Menu](#)

Schools may notice that the MiSiS job aids will now require using Single Sign-On (SSO) to view.

[Download instructions on accessing job aids](#)

- [Academic Intervention](#)
- [Athletic Eligibility](#)
- [Attendance](#)
- [Blackboard Connect](#)
- [Census \(Demographics\)](#)
- [Elementary Scheduling](#)
- [English Learner](#)
- [Enrollment](#)
- [Forms](#)
- [Gifted and Talented Education \(GATE\)](#)

- [Gradebook](#)
- [Grades](#)
- [Graduation Standards](#)
- [Health](#)
- [Manage Groups](#)
- [Master Scheduling](#)
- [Math Placement](#)
- [MiSiS Ad Hoc Reporting and Dashboards](#)
- [MiSiS Explorer](#)

- [Reports](#)
- [Services](#)
- [State Reporting](#)
- [Student Photos](#)
- [Student Support \(Counseling & Discipline\)](#)
- [Student Testing](#)
- [Summer School](#)
- [Teachers](#)
- [Transcripts](#)

Go to the [Elementary Grades Resource and Job Aids](#) web page and click on the blue arrow to download the job aid you need. You will be prompted to sign in to Office 365. Enter your SSO account information.

Elementary Grades

Entering Grades by Principal	
Entering Grades by Teacher	
Manage Grades by Class - Office	
Printing a Report Card	
Report Card Comment Codes	
Retention Warning and Entering Retention - Teacher	
Retention Warning and Entering Retention - Office	
Setting the Auto-Save Feature	
Teacher Verification of Marks	

California Content Standards (CCS)	
Entry by Class for Office Staff 	
Entry by Student for Office Staff 	
Entry by Class for Teachers 	
Entry by Student for Teachers 	
How to Generate and Print the CCS Elementary Schools Report Card 	
How to Generate and Print the CCS Teacher Verification Report 	

The file will open as a webpage through Microsoft Word Online. If desired, you may edit in Word to customize the document to meet the needs of your school. You may also print the file.

Selecting the Print option will convert the file to PDF and download it to your computer. Once downloaded, users can then print the file.

APPENDIX:

California Content Standards: ELA, Mathematics, ELD, Health, Physical Education, Science (NGSS) - <http://www.cde.ca.gov/be/st/ss/>

ELA/ELD CA Framework: <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

History Social Science Standards and Analysis Skills - <http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

Visual and Performing Arts - <http://www.cde.ca.gov/ci/vp/> sample performance tasks and rubrics may be found at achieve.lausd.net/arts under each specific discipline.

ELD Resources:

CA ELD Standards and Standards at a Glance - <http://achieve.lausd.net/Page/7899#spn-content>

Elementary English Learner Instruction - <http://achieve.lausd.net/Page/9151#spn-content>
Home Page with Designated and Integrated ELD Lessons:

- Dual Language Program Maintenance Bilingual Education 70-30 (*Attachment C*)
- Dual Language Program Maintenance Bilingual Education 50-50 (*Attachment D*)
- Transitional Bilingual Education, K-3 (*Attachment E*)

Special Education:

- Alternative Curriculum Marking Practices *Guide (Attachment A)*
- BUL-2332.5 *Elementary School Progress Report Marking Practices and Procedures – Attachment B (Attachment B)*

Transitional Kindergarten:

- TK content standards are found in the California Preschool Learning Foundations (<http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and are guided by the Preschool Curriculum Framework (<http://www.cde.ca.gov/sp/cd/re/psframework.asp>).
- The E/TK academic subjects marks connect to the California early learners/K assessment, Desired Results Developmental Profile DRDP-2015 (<https://www.desiredresults.us>.) Click on “Resources” and “Training.”
- More in depth explanations for the stages of language development can also be found in the Preschool Curriculum Framework, vol. 1 chapter 5 on ELD.

For more information regarding Transitional Kindergarten, including the TK-K standards alignment, assessments, and more see LAUSD’s TK webpage, (<http://achieve.lausd.net/Page/6503>).

Optional Mastery Learning and Grading Resources:

If you'd like to learn more about Mastery Learning and Grading,

1. You may go to our website and explore resources:
<https://gradingforlearning.wordpress.com>
2. You may log on to the MyPLN website and get an introduction to some of the key components in a four hour training titled "High School 2016 Summer Term Teacher Professional Development".
3. You may enroll in a salary-point class by logging into the Learning Zone and searching the key word "mastery".
4. If you have a group of eight or more interested teachers, Mastery Learning and Grading instructional coaches can facilitate professional development at your school site. Please see information below:

MASTERY LEARNING AND GRADING PROFESSIONAL DEVELOPMENT OBJECTIVES:

Upon successful completion of this workshop series, participants will know or be able to:

1. Identify and explain some problems with traditional K-12 grading practices
2. Implement grading practices that engender a growth mindset in students
3. Design lessons and units in alignment with Mastery Learning practices
4. Develop Mastery Grading practices that accurately reflect and support student learning

Create a gradebook aligned with Mastery Learning and Grading

OPTIONAL TIMELINE (continued on the next page)

Workshop 1	What are some problems with traditional K-12 grading practices?	2 hours
<i>Online</i>	<i>Independent Learning (Shifts A and B)</i>	<i>3 hours</i>
Workshop 2	How can our grading practices engender a growth mindset in students?	2 hours
<i>Online</i>	<i>Independent Learning (Shift C)</i>	<i>2 hours</i>
Workshop 3	How will instruction change to align with Mastery Grading?	2 hours
<i>Online</i>	<i>Independent Learning (Shift D)</i>	<i>2 hours</i>

Workshop 4	How can grading practices accurately reflect and support student learning?	2 hours
<i>Online</i>	<i>Independent Learning: Creating Learning Objectives</i>	<i>1 hour</i>
Workshop 5	How can I setup a Mastery Learning and Grading gradebook?	2 hours

The blended learning PD series takes educators through 4 shifts:

- Shift A: Recognizing the beliefs and traditions of grading
- Shift B: Adopting a mindset of grading for learning
- Shift C: Connecting grading to the learning cycle
- Shift D: Learning strategies for Mastery Grading

Division Of Instruction (DOI) Instructional Coaches are available to facilitate PD at your school for groups of eight or more. In-person workshops should be scheduled approximately three weeks apart to allow participants time to complete the online learning. Upon completion of all in-person workshops and online learning, participants will earn certification.

If your Instructional Leadership Team (ILT), a department of teachers, a PLC, an SLC, or your entire faculty at your site are interested in engaging in this PD series, please contact Mastery Learning and Grading Instructional Coaches:

Division of Instruction:

Chris Grounds (christopher.grounds@lausd.net)

Melissa Guice (mjg7290@lausd.net)

LD East schools should contact LD East Mastery Learning & Grading Instructional Coaches:

Kenya Harper (krm8614@lausd.net)

Megan Markevich (megan.markevich@lausd.net)

GLOSSARY:

Content Standard: Specific content areas that students should learn at each grade level . The content standards that a student is assigned are determined based on the student's grade level, language classification, master plan program and instruction model.

Grading Period (GP): A grading period is a date range during which students are evaluated and grades are awarded for their assigned content standards. There are three such periods for Elementary Schools during one school year (GP1, GP2, GP3).

Assessment Area: Broadly, assessment areas are a logical grouping of content standards that serve as categories for aggregating related content standards. These groupings are Academic Subjects, Characteristics and Behaviors of a College Prepared and Career Ready Learner, Master Plan Program and Instructional Program.

Subject: Under each assessment area, there would be one or more subjects which have content standards against them. The applicability of these subjects (like content standards) for a student is determined based on the student's grade level, language classification, master plan program and instruction model (school-specific).

Composite Grade: For certain subjects, in addition to the content standards, grades are also required to be awarded at the subject level – this is termed a composite grade.

Academic Option: For certain subjects, there are sub-courses (namely Earth (E), Life (L), Engineering (N) and Physical (P)) which are taught to the students during one or more grading periods and the grades awarded for content standards during these grading periods are attributed to these academic options.

Attendance: The days present, absent and tardy displayed for a student includes attendance from all section enrollments of the student at the most recent school during the given school year – therefore, this count may include attendance from previous teacher(s).

For additional information on the progress reports, please go to:
<http://achieve.lausd.net/Page/11770> or call Elementary Instruction, (213) 241-5333.

