



**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

TITLE: Elementary School Progress Report Marking Practices and Procedures

NUMBER: BUL-2332.7

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DATE: August 3, 2018

ROUTING
Local District
Superintendents
Administrators of
Instruction
Directors
Elementary Principals
Elementary Teachers
School Administrative
Assistants

POLICY: The *Elementary California Content Standards (CCS) Progress Report* for grades K-5/6 and the Transitional Kindergarten (TK) progress report are implemented by all schools to provide a consistent, comprehensive system for reporting pupil progress and for providing data on student achievement of the California content standards and the Preschool Learning Foundations for TK students.

MAJOR CHANGES: This bulletin replaces BUL–2332.6 of the same title, dated August 11, 2017. The major changes include:

- Guidance on the required use of the Learning Management System online gradebook to record assignment marks or current proficiency levels (See page 10)
- Clarification on the use of N/A within an academic subject or content standards domain during each reporting period (See page 5)
- References to grading support resources such as standards alignment documents, methods of computing composite scores, and suggested portfolio artifacts (See page 6)
- Attachment A to reflect recommended practices for Mastery Learning and Grading (See pages 17-18)
- Attachment B LMS Online Gradebook Grade Entry Minimum Requirements At-A-Glance (See page 19)
- Attachment C Sample Warning Notices (See pages 20-23)

GUIDELINES: The elementary progress report policy is designed to develop a consistent, comprehensive system for reporting student progress. This includes measures for early identification of students at risk of not meeting grade level standards and for early systems of parent notification in accordance with California Education Code, Sections 48070 and 48070.5. The elementary progress report is computerized and will continue to be implemented at all elementary school sites. Resources and job aids for the progress report, online gradebook and online grade entry are available as follows:



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- Learning Management System (LMS) online gradebook and grade entry at <https://achieve.lausd.net/pls>
- MiSiS grade entry at <http://achieve.lausd.net/Page/6215>
- Teacher and parent resources at <https://achieve.lausd.net/Page/11770>

I. POLICIES ON SCORING PRACTICES

The Board of Education has the authority to adopt rules and regulations governing a marking system. The principal has the responsibility for implementing Board policy. District marking practices policies have been established to ensure that students grouped together for educational reasons are evaluated on the same general criteria and that educators use grades to:

- Inform instruction
- Support individual student learning
- Support all students in attaining proficiency by the end of the academic year
- Give each student and his/her family feedback about the student's progress and mastery of the content standards
- Plan for professional development

The following general marking policies are to be consistently implemented:

- A. All elements of the District's 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 K-5/6 and the Preschool Learning Foundations for TK. For support in planning instructional activities aligned to standards, learning targets and resources, see the L.A. Unified Curriculum Maps at http://www.lausd.net/cdg/CurriculumMaps_Elementary/story_html5.html
- B. At the beginning of each school year, all classroom teachers will inform students and parents about:
 1. The teacher's classroom marking policies including:
 - The District's policy on Standards-Based Promotion (SBP) as outlined in BUL-601, *Standards-based Promotion Policy, Parent Notification, and Appeal Process for Elementary Schools*.
 - Expected learning targets, objectives, goals, and/or California Content Standards for the grade-level and curriculum covered in the class.



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- Assessment criteria, scales, rubrics, mastery learning measures used by the teacher to determine marks entered on the elementary progress report card.
 - Process used to provide frequent and timely feedback on progress towards mastery of these standards.
 - Please note that TK students may not repeat TK. Kindergarten retention is addressed in REF-6756.0, *Kindergarten Continuance: Parental Agreement for Pupil to Continue in Kindergarten* (See page 13).
2. The grade appeal process as outlined in BUL-1926.2, *Request to Change a Pupil Grade*, which explains under which grounds according to Education Code section 49066 parents have a right to request a change of a pupil's grade.
- C. Teachers are to evaluate a student on the degree to which he or she is progressing toward the achievement of grade-level standards and English language proficiency standards for English Learners (EL) where applicable. TK students are monitored on their development from the 48 to 60 months skills in the Preschool Learning Foundations.
- D. For English Learners, Dual Language Learners, Gifted students, and students receiving intervention, program participation will be automatically indicated on the elementary progress report.
- E. Although attendance may influence student progress, it may not be used as part of any rigid formula for assigning subject marks (Education Code Section 49067); furthermore, *Characteristics and Behaviors of a College and Career-Ready Learner* and attendance are not subject to the grade appeal policy.
- F. *Academic marks and Behaviors of a College-Prepared and Career-Ready Learner* marks must be assigned to all students who have been enrolled at a school for fifteen or more instructional days during regular reporting periods. If attendance during the initial marking period for a student has not been sufficient to warrant the assignment of scores, a teacher will select under Academic General Comments, AG-14, in the *Teacher Comments* section, "Insufficient attendance to determine performance."

Please note that L.A. Unified is committed to removing barriers to academic success for all students, including students in foster care and/or experiencing homelessness. In order to maintain consistency in reporting the academic progress of foster students, teachers should



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consider assigning marks to these students whether or not they have been enrolled a minimum of 15 instructional days, if appropriate.

- G. L.A. Unified's Teaching and Learning Framework outlines the following expectations for fully articulating criteria and performance standards to families and students:
- **3d3, Feedback to Students** - Teacher's feedback to students is timely, frequent, relevant, accurate and aligned to instructional outcomes. Specific feedback guides students to revise and improve their work.
 - **4b2, Information About Individual Students** - Teacher communicates with families about students' progress on a regular basis beyond report cards and parent conferences. Teacher communicates available resources and interventions.
 - **4b1, Information About the Instructional Program** - Teacher provides required and additional information on a regular basis regarding the instructional program. Teacher uses technology and other means to enhance parent-teacher communication.
- H. Teachers should inform parents regarding exceptional student performance and student improvement.
- I. The score of "1" or "2" can only be issued to a student whose parent or guardian has been given adequate prior notice by the midpoint of that reporting period. Refer to REF- 6302.1, *Elementary Official Roll Book* for the specific dates for the midpoint of each reporting period.
- J. Specific intervention in accordance with L.A Unified's Multi-Tiered System of Supports (MTSS) Framework, including use of the Student Support and Progress Team (SSPT) process when applicable, is to be offered and implemented before issuing a score of "1" or "2" and/or before issuing a recommendation for retention. For additional information on the SSPT process, see BUL-6730.1, *A Multi-Tiered System of Support Framework for the Student Support and Progress Team*.
- K. All schools will issue the elementary school progress report to parents three times during the school year for grades TK-5/6.

II. EXPLANATION OF SCORING TERMS

The District has a four-level scoring scale for grades K-5/6 using the numbers 4, 3, 2, and 1 to indicate student achievement aligned to the California content standards for that current point in the academic year.



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A. Achievement in the academic subjects is indicated as noted below. The following excerpts are from the K-5/6 progress report:

Academic Achievement Scores K-5/6
Indicates student <i>progress</i> towards achievement of grade-level California content standards thus far in the school year.
4 = Exceeds grade-level standards
3 = Meets grade-level standards
2 = Progressing toward meeting grade-level standards
1 = Minimal progress toward grade-level standards
N/A = Not assessed in current reporting period*
✓ = Assessed during reporting period

N/A is not an option for any academic subject, including social emotional development, on the TK report card. (See transitional kindergarten marking guidance on page 4.)

The following table explains when N/A can be assigned within an academic subject or content standards domain during each reporting period:

Academic Subject	N/A Allowed
English Language Arts	NO
Mathematics Content	YES*
Mathematical Practices	YES*
Science	NO
History-Social Science	NO
Visual and Performing Arts	YES**
Physical Education	NO
Health Education	NO
Characteristics and Behaviors of a College-Prepared and Career-Ready Learner	NO
ELD	NO
Dual Language	NO

**Students are to receive a grade in at least one math domain and one mathematical practice per reporting period so that by the final reporting period, students have received a grade in each of the math domains and the mathematical practices.*

*** Students are to receive a grade in at least one arts discipline in each reporting period so that by the final reporting period, students have received a grade in each of the 4 arts disciplines within the Visual and Performing Arts academic subject.*

Note: *N/A is not an option for the English Language Arts and Math composite scores.*



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- B. A composite score is an overall grade at the subject level and is required for ELA and math. While simple averages may be used to compute the composite scores, school teams are encouraged to engage in collaborative discussions about which ELA and Math California Content Standards (CCS) might be pivotal for the grade level as they calibrate practices in computing the composite score.
- C. Scores for TK-5/6 *Behaviors of a College-Prepared and Career-Ready Learner* indicate student’s demonstration of the 21st Century Skills, including interpersonal skills, ethics and integrity, in connection with the expectations of their grade level standards. This section of the progress report also provides feedback on the social emotional development of students. The following excerpts are from the progress report:

Behaviors of a College-Prepared and Career-Ready Learner K-5/6
Indicates student’s demonstration of the 21 st Century and Social Emotional Learning Skills aligned to the California content standards (CCS) expectations from the California Department of Education (CDE). C = Consistently S = Sometimes R = Rarely

- D. For grading guidance such as standards alignment resources, support with composite scores, checklists and recommended portfolio artifacts, see the Elementary Grading Support website at <https://achieve.lausd.net/Page/13782>.
- E. For sample progress report formats, job aids, FAQs and marking practices related policy documents, including the Elementary Progress Report Handbook, see the New Elementary Progress Report website at <https://achieve.lausd.net/Page/11770>.
- F. Many schools throughout L.A. Unified are implementing MLG to build teacher capacity to use effective, research-based grading practices that support the achievement of all students. For information on Mastery Learning and Grading, see Attachment A.

III. MASTER PLAN PROGRAMS MARKING GUIDANCE

The following information is in regard to scoring procedures for Master Plan Programs.



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- A. Scores for English Language Development (ELD) indicate the amount of progress an EL has made toward achieving the California ELD standards Part I: *Interacting in Meaningful Ways* and Part II: *How English Works*.

K-5/6 ELD SCORING GUIDE		
4	Advanced Progress	Demonstrating ADVANCED PROGRESS in the ELD proficiency level standards
3	Average Progress	Demonstrating AVERAGE PROGRESS in the ELD proficiency level standards
2	Partial Progress	Demonstrating PARTIALLY PROFICIENT PROGRESS in the ELD proficiency level standards
1	Limited Progress	Demonstrating LIMITED PROGRESS in the ELD proficiency level standards

- B. With the L.A. Unified implementation of the 2012 California ELD standards there was a shift from five English language proficiency levels to three levels. The three English language proficiency levels are as follows:

K-5/6 ELD PROFICIENCY LEVEL	
BR	Bridging: Students at this ELD proficiency level continue to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. Students are ready to transition to full engagement in grade level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.
EX	Expanding: Students at this ELD proficiency level are challenged to increase their English skills in more contexts, learn a greater variety of vocabulary and linguistic structures, and apply their growing language skills in more sophisticated ways appropriate to their age and grade level.
EM	Emerging: Students at this ELD proficiency level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Elementary Progress Report ELD Marking Guidance

For information on marking guidance for the following Master Plan Instructional Programs, please see the Progress Report Handbook or visit the Elementary Grading Support website at

<https://achieve.lausd.net/Page/13782>.



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- Mainstream English Program
- L²EAP = Language and Literacy in English Acceleration Program (formerly Structured English Immersion)
- Dual Language One-Way Immersion Program, formerly known as Maintenance Bilingual Education
- Transitional Bilingual Education Program (K-3 only). This program will be phased out by 2019.
- Dual Language Two-Way Immersion Program, formerly known as Dual Language Program
- World Language Immersion Program, formerly known as Foreign Language Immersion Program

Additional resources are also available on the Multilingual and Multicultural Education Department (MMED) website under elementary English Learner Instruction at <https://achieve.lausd.net/Page/9151#spn-content>.

IV. GIFTED AND TALENTED EDUCATION MARKING GUIDANCE

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., student demonstrates advanced knowledge and understanding). For additional information, please see the Progress Report Handbook or the Elementary Grading Support website: <https://achieve.lausd.net/Page/13782>.

V. SPECIAL EDUCATION MARKING GUIDANCE

Students with disabilities who participate in the general education curriculum are held to the same grade level standards as their non-disabled peers. Grades assigned to students with disabilities are assigned using grade level standards to reflect progress in the general education curriculum. Students with disabilities who participate in an alternate curriculum are to be graded on their progress and achievement based on alternate achievement standards. For information on marking guidance for students with disabilities, please see the Progress Report Handbook or the Elementary Grading Support website: <https://achieve.lausd.net/Page/13782>.



VI. TRANSITIONAL KINDGARTEN MARKING GUIDANCE

The *Transitional Kindergarten (TK) Progress Report* is aligned to the California Preschool Learning Foundations (PLF). A student’s mark is based on how he or she is developing along the continuum from **E** = Exploring (48 months), **B** = Building (60 months), **D** = Developing (emerging kindergarten skills), and **I** = Integrating (kindergarten skills).

Academic Scores Key			
E = Exploring (48 months)	B = Building (60 months)	D = Developing (emerging kinder skills)	I = Integrating (kinder skills)

Kindergarten standards are not expected to be mastered until the end of the *kindergarten* year. TK students are working towards meeting all PLF. Social Emotional Development is reflected separately in *Characteristics and Behaviors of a College-Prepared and Career-Ready Learner*. The TK progress report is designed to note a student's developmental level at the time of grading. Teachers should consider the following questions when assigning a mark:

- What skills has the student come to school with?
- Where is the student based on experiences she/he has had, whether formal instruction in an academic subject has taken place or not?

The TK progress report is a tool to help teachers as well as parents determine the subsequent instructional experiences that would support the student’s developmental next steps.

English Language Development Scoring Guide for TK

In TK, ELD scoring aligns to the Preschool Learning Foundations (PLF) and its levels: Beginning, Middle, and Later. For a complete description of the stages of bilingual language development, see PLF volume 1, pages 105-108.

English Language Development Key		
B = Beginning Beginning to develop English especially with signals and stimuli.	M = Middle Repeats familiar phrases and uses formulaic speech. Code switches. Comprehension is developing.	L = Later Beginning to use English to learn in all content areas. Use of age-appropriate English is improving.

The Preschool Learning Foundations vol. 1, 2, and 3 provide bulleted examples of what students are able to demonstrate when proficient at the 48- and 60-month expectations and within the 3 ELD PLF levels. The intention for TK is not mastery of kindergarten or early kindergarten skills. The



objective of TK is to assure that each student is strong in all content areas of the Preschool Learning Foundations and, thus, ensuring a strong foundation for a successful school career K-12. For additional information and marking guidance regarding TK, please see the Progress Report Handbook the Elementary Grading Support website: <https://achieve.lausd.net/Page/13782>.

<p>Social Emotional Development Characteristics and Behaviors of a College-Prepared and Career-Ready Learner TK</p>
<p>Indicates student’s demonstration of the 21st Century and Social Emotional Learning Skills aligned to the Preschool Learning Foundations (PLF) expectations from CDE. C = Consistently S = Sometimes R = Rarely</p>

VII. Learning Management System Online Gradebook

Beginning in the 2018-2019 academic year, all K-5/6 elementary teachers are required to enter assignments marks, or current proficiency levels for MLG schools, on the Learning Management System (LMS) online gradebook. While the Modified Consent Decree mandates the use of an online gradebook, this shift to the online gradebook also reflects L.A. Unified’s commitment to providing frequent and ongoing communication with parents regarding student progress. (Please see *REF-6302.1, Elementary Official Roll Book*)

L.A. Unified recognizes that elementary teachers have been maintaining a portfolio of student work samples to share with parents and students for providing feedback and as an on-going measure of progress towards mastery of grade level standards by the end of the school year.

The LMS online gradebook will support teachers in enhancing and extending regular communication of student progress to parents beyond conferences and progress reports. The LMS gradebook passback feature will streamline the grade entry process and create more efficiency around the completion of progress reports.

The LMS online gradebook is available for TK teachers. The grade passback feature is available for K-5/6 teachers. For job aids and additional information on the online gradebook and progress report entry via the LMS online gradebook, visit <https://achieve.lausd.net/pls#spn-content>.



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Online Grade Entry Year 1 Requirements: 2018-2019

As teachers develop proficiency in using the LMS online gradebook during this first year of transition from traditional paper gradebooks, teachers will:

- Continue to maintain a portfolio of scored student work samples and then select assignments or current proficiency level (See MLG, Attachment A) to enter in the LMS online gradebook that are representative of progress towards mastery of standards. For suggestions on portfolio artifacts in each subject area, see the Elementary Grading Support website at <https://achieve.lausd.net/Page/13782>.
- Select assignments to enter in the gradebook that can be tagged to address multiple standards. Teachers who are interested in creating assignments to address multiple standards and provide different grades for each standard should see the LMS online gradebook job aid on using the rubric feature.

Below are minimum requirements for the first year of implementation.

A. **Marks for ELA, Math and Academic Language Development**
By the mid-point of each reporting period, a minimum of **one** assignment mark or current proficiency levels (See MLG, Attachment A) in each of the academic subjects: ELA, Math and Academic Language Development should be entered

1. **English Language Art (ELA)**

- Foundational Reading Skills,
- Making Meaning from Text, **or**
- Effective Expression Through Writing

2. **Math**

- Math Domains, **or**
- Math Practices

This applies to the math domains and practices being taught in the current reporting period.

3. **Academic Language Development (ALD)**

- Integrated English Language Development (iELD) for English Learners
- Mainstream English Language Development (MELD) for Standard English learners, **or**
- ALD for English Only, Initially Fluent English Proficient and Reclassified Fluent English Proficient students



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- Language Conventions and Effective Use of Vocabulary,
- Effective Expression Through Writing, **or**
- Effective Expression through Speaking and Listening.

For a detailed description of ALD and MELD, refer to the section 1 of the Progress Report Handbook.

Additional information on ALD and MELD is also available on the AEMP website at <https://achieve.lausd.net/Page/9940>.

- B. **By the end of each reporting period**, teachers should enter a minimum of **three** assignment marks or current proficiency levels (See MLG, Attachment A) in each of the academic subjects: ELA, Math and ALD (includes iELD and MELD).
- C. **Marks in the other academic subjects**
By the end of the reporting period, a minimum of **one** assignment mark or current proficiency level (MLG) should be entered for each of the other academic subjects [Science, History/Social Studies, Visual and Performing Arts, Health, Physical Education, as well as the remaining standard strands in ELA, ALD/iELD/MELD and Math (domains and practices taught during the current reporting period)].
- **One** assignment mark or current proficiency level (MLG) entered by the midpoint and **one** by the end of the reporting period is highly recommended.
- D. Students should be given multiple opportunities to demonstrate proficiency.
- E. Progress report marks must be based on multiple assignments that span the duration of the reporting period. When assigning student marks or proficiency levels (MLG), use of simple averages may penalize students for mistakes during the early stages of learning. Consider basing marks on the more recent/consistent evidence of proficiency.
- F. Please note that the recommended promising practice is to provide continual assessment and feedback to students and families by recording on the LMS online gradebook as many assignment marks as possible, and no less than **six** per subject area per reporting period, **or** consistently and frequently updating current proficiency levels in learning targets in each academic subject (See MLG, Attachment A).



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- G. Please see Attachment B, *The LMS Online Gradebook Grade Entry Minimum Requirements At-A-Glance*, for grade entry requirements expected for 2019-2020 and 2020-2021.

VIII. MISIS REPORT CARD AND INTERVENTION

Use of MiSiS for progress report grade entry is being phased out to be replaced with grade entry using the LMS online gradebook and passback for grades K–5/6. MiSiS will still be available to K-5/6 teachers for grade entry during the 2018-2019 school year. TK teachers can only use MiSiS for grade entry.

Refer to <https://achieve.lausd.net/Page/6215> for resources and job aids that provide detailed instructions for entering grades on MiSiS. For additional information on grade entry in MiSiS, see section 3 of the progress report handbook.

Additionally, before the end of each reporting period, all interventions must be documented in MiSiS.

IX. WARNING NOTICES, RETENTION, PROMOTION, AND ACCELERATION

- A. Per California Education Code Section 49067 (a), the parent of each pupil shall be notified in a conference, or a written report, whenever it becomes evident to the teacher that the pupil is in danger of failing a course. LAUSD policy requires warning notices to be issued at the middle point of the reporting period. The refusal of the parent to attend the conference, or respond to the written report, shall not preclude assigning a failing grade at the end of the grading period.
- B. Per California Education Code Section 48070.5 (e), parental notification is required at each reporting period. When a pupil is identified as being at risk of retention a pupil's parent or guardian shall be provided with the opportunity to consult with the teacher(s) responsible for the decision to retain the pupil. For instructions and forms see BUL- 601 *Standards Based Promotion Policy, Parent Notification and Appeal Process for Elementary Schools*.
- C. Please note that the warning notices indicated above are applicable for any student not meeting the grade level standards in the composite score or any sub-score of the progress report. If a student is not at risk at the midpoint of the reporting period but later becomes at risk, teachers should send the warning notice to parents at that time.



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- D. A sample warning notice template is available in English and Spanish at <https://achieve.lausd.net/Page/11770> under the LAUSD Policies tab. School administrators can customize this form for use at their school sites.
- E. Principals are to provide clear communication to teachers on the dates of the midpoint of each reporting period and the requirement to provide parents with warning notices for students at risk of receiving a “1” or “2” in any progress report area.
- F. Kindergarten continuance is defined as more than one school year in kindergarten. According to California Education Code Sections 48011 and 48070-48070.5, California law provides that after a child has been lawfully admitted to kindergarten and has attended for a year, the child shall be promoted to the first grade unless the school district and the child’s parent/guardian agree to have the child continue to attend kindergarten for not longer than one additional year. This rule applies whether a child begins kindergarten at the beginning of a school year or at some later date. A parent/guardian who agrees their child is to continue in kindergarten must sign the *Kindergarten Continuance Form*. A *Kindergarten Continuance Form* is *not* needed for children who are age-eligible for TK. A child is eligible for TK if they have their fifth birthday between September 2 and December 2 (inclusive) and each school year thereafter (EC 48000[c]). **Failure to have signed Kindergarten Continuance forms on file may jeopardize audit findings and result in a loss of apportionment.**

For instructions and forms see REF-6756.0, *Kindergarten Continuance: Parental Agreement for Pupil to Continue in Kindergarten*.

RELATED RESOURCES:

- *BUL-601 *Standards-based Promotion Policy, Parent Notification, and Appeal Process for Elementary Schools* dated December 17, 2013
- *BUL-1926.2 *Request to Change a Pupil Grade* dated March 16, 2016
- BUL-3491.1 *Homework and Makeup Policy in Grades K-12* dated May 9, 2012
- *REF-5777.5, *Transitional Kindergarten Implementation* dated July 12, 2016
- REF-6756.0, *Kindergarten Continuance: Parental Agreement for Pupil to Continue in Kindergarten* dated September 12, 2016
- REF-43782, *Implementing a Multi-Tiered System of Supports Framework* dated July 1, 2018



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- BUL-6730.1, *A Multi-Tiered System of Support Framework for the Student Support and Progress Team* dated July 13, 2017
- REF-6302.1, Elementary Official Rollbook dated August 2018
- Division of Instruction new elementary progress report webpage, <http://tinyurl.com/NewReportCard> or <https://achieve.lausd.net/Page/11770>
- Elementary grading supports and resources webpage, <https://achieve.lausd.net/Page/13782>
- New elementary progress report MiSiS job aids, <https://achieve.lausd.net/Page/6215>
- LMS online gradebook online gradebook and grade entry job aids, <https://achieve.lausd.net/pls>
- LAUSD Teaching and Learning Framework

**At the time of this bulletin, the above-referenced document is being updated which may result in a new number.*

ASSISTANCE: For assistance or further information regarding:

General progress report marking practices, please contact Carlen Powell, Administrator, Elementary Instruction at (213) 241-5333 or via email at carlen.powell@lausd.net.

Mainstream and Language and Literacy Education Acceleration Program (L²EAP), formerly called Structured English Immersion Programs, marking practices, please contact Carla Gutierrez, Elementary Coordinator, MMED at (213) 241-5582 or via email at carla.gutierrez@lausd.net or Christopher Mason, Elementary English Learner Expert, MMED at (213) 241-5582 or via email at christopher.mason@lausd.net.

Standard English Learner marking practices for MELD and ALD, please contact Kandice McLurkin, Administrative Coordinator, Standard English Learner Support/Academic English Mastery Program at kandice.mclurkin@lausd.net or (213) 241-3340.

Transitional Bilingual Education, Dual Language One-Way Immersion Program (formerly called Maintenance Bilingual Education Program), Dual Language Two-Way Immersion Program (formerly called Dual Language Program) and World Language Immersion Programs (formerly called Foreign Language Immersion Programs) marking practices, please contact Helen Yu, Coordinator, Dual Language/Bilingual Programs Office at (213) 241-5582 or via email at helen.yu@lausd.net.



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Special Education marking practices, please contact Lela Rondeau, Coordinator TK-12 at (213)241-8133 or lela.rondeau@lausd.net.

Gifted and Talented Programs, please contact Lucy Hunt, Coordinator, Gifted and Talented Programs at (213) 241-1419 or lhunt@lausd.net.

Transitional Kindergarten marking practices, please contact Leti Puyol, Specialist, Elementary Literacy at 213-241-5631 or via email at lourdes.puyol@lausd.net.

Mastery Learning and Grading practices, Melissa Guice at 213-241-6741 or via email at mjg7290@lausd.net or Chris Grounds at 213-241-6739 or via email christopher.grounds@lausd.net.



ATTACHMENT A

Elementary Progress Report and Mastery Learning and Grading

Mastery Learning and Grading (MLG) is a growth-mindset approach to teaching and learning, based on the expectation that everyone can learn when provided with the right conditions and support. In Mastery Grading, grades are based on what students know and are able to do in regards to standards-based learning targets. Coupled with Mastery Learning, teachers can then take this information and tailor instruction to meet individual student needs in order to support more students in reaching grade-level proficiency.

From an MLG perspective, the new Elementary Progress Report effectively provides more discrete information about what students know and are able to do and on what students are still making progress. For example, while students will still be given a composite overall score in ELA, the new Progress Report also provides information on student progress in the five domains: Foundational Reading Skills, Making Meaning from the Text, Language Conventions/Effective Use of Vocabulary, Effective Expression Through Writing, Effective Expression Through Speaking and Listening. As a progress check, this provides students, parents, and teachers with a better understanding of areas of success and areas for growth; however, these domains remain too broad to inform daily classroom instruction. A student who is not yet proficient in Foundational Reading Skills may need help in some specific Foundational Reading skills, but have already demonstrated proficiency in other specific Foundational Reading skills. Therefore, in MLG, each domain would be broken down into one to five learning targets to inform instruction and grading. For example, Foundational Reading Skills learning targets may include Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency.

Once teachers have identified learning targets in each domain/reporting area, they can design instruction to help students develop proficiency in these targets and can provide students with feedback on their progress in each as well. In MLG, student proficiency towards these targets would be assessed based on depth of understanding using rubrics or tiered assessments, not based on the percentage of items answered correctly (See *The Case Against Percentage Grades* by Thomas Guskey). Their score in each learning target would not be determined by averaging all scores in the learning/reporting period together because this would not account for growth over time and would penalize mistakes made in the learning process. Instead teachers should determine whether students have developed proficiency by the end of the learning/reporting period, by examining a body of evidence, and considering more recent or consistent performance (See *Grading: Why You Should Trust Your Professional Judgement* by Guskey and Jung).



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Consider the following example:

Operations and Algebraic Thinking Learning Target 1:

I can represent and solve problems involving multiplication and division.

	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Current Proficiency Level
Zoey	1	2	3	3	3

In this example, Zoey has taken 4 assessments on “Learning Target 1: I can represent and solve problems involving multiplication and division”, which is 1 of the 4 learning targets in “Operations and Algebraic Thinking.” It is clear that Zoey is improving in her understanding of this learning target and by the end of the current reporting period, she has demonstrated that she is proficient on multiple assessments. In MLG, therefore, her current proficiency level in “Learning Target 1” would be 3 (note: averaging all scores together would result in a 2.25).

Zoey’s Current Proficiency Levels in Operations and Algebraic Thinking Learning Targets

Operations and Algebraic Thinking	Current Proficiency Level
Learning Target 1	3
Learning Target 2	2
Learning Target 3	3
Learning Target 4	3
Progress Report Grade	3

The above chart depicts Zoey’s current proficiency level in all 4 learning targets feeding into Operations and Algebraic Thinking. She has demonstrated proficiency in three of the four learning targets and not scored below a 2 in any of the learning targets. In MLG, because she is mostly proficient and doesn’t have any significant gaps, her grade in Operations and Algebraic Thinking would most likely be a 3.

The newly developed curriculum maps will include district-recommended learning targets. These maps will be available in ELA and math in August 2018 and science and history in December 2018.

For additional information on Mastery Learning and Grading, please contact Melissa Guice at 213-241-6741 or via email at mjg7290@lausd.net or Chris Grounds at 213-241-6739 or via email at christopher.grounds@lausd.net.



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ATTACHMENT B

Learning Management System Online Gradebook Grade Entry Minimum Requirements At-A-Glance

- Teachers should maintain a portfolio of scored student work and enter assignment marks or current proficiency levels* on the LMS online gradebook that reflect progress.
- Students should be given multiple opportunities to demonstrate proficiency.
- Progress report marks must be based on multiple assignments that span the duration of the reporting period.
- Recommended promising practice is to record on the LMS online gradebook as many assignment marks as possible and no less than **six** per subject area per reporting period **or** consistently and frequently updating current proficiency levels* in learning targets in each academic subjects.

Academic Subject	<u>Minimum</u> Grade Entry 2018-2019		<u>Minimum</u> Grade Entry 2019-2020		<u>Minimum</u> Grade Entry 2020-21	
<u>English Language Arts</u> Foundational Reading Skills, Making Meaning from Text, or Effective Expression Through Writing	RP Midpoint	• <u>One</u> assignment mark or current proficiency level*.	RP Midpoint	• <u>Two</u> assignment marks or current proficiency levels*.	RP Midpoint	• <u>Three or more</u> assignment marks or current proficiency levels*.
	RP End	• <u>Three</u> assignment marks or current proficiency levels*.	RP End	• <u>Four</u> assignment marks or current proficiency levels*.	RP End	• <u>Six or more</u> assignment marks or current proficiency levels*.
<u>Mathematics</u> Math Domains or Math Practices	RP Midpoint	• <u>One</u> assignment mark or current proficiency level*.	RP Midpoint	• <u>Two</u> assignment marks or current proficiency levels*.	RP Midpoint	• <u>Three or more</u> assignment marks or current proficiency levels*.
	RP End	• <u>Three</u> assignment marks or current proficiency levels*.	RP End	• <u>Four</u> assignment marks or current proficiency levels*.	RP End	• <u>Six or more</u> assignment marks or current proficiency levels*.
<u>Academic Language Development (ALD)</u> iELD for Els, MELD for SELs and ALD for EOs, IFEPs, RFEPs Language Conventions and Effective Use of Vocabulary, Effective Expression Through Writing, or Effective Expression Through Speaking and Listening.	RP Midpoint	• <u>One</u> assignment mark or current proficiency level*.	RP Midpoint	• <u>Two</u> assignment marks or current proficiency levels*.	RP Midpoint	• <u>Three or more</u> assignment marks or current proficiency levels*.
	RP End	• <u>Three</u> assignment marks or current proficiency levels*.	RP End	• <u>Four</u> assignment marks or current proficiency levels*.	RP End	• <u>Six or more</u> assignment marks or current proficiency levels*.
<u>All Other Academic Progress Report Areas</u> Science, History/Social Studies Visual and Performing Arts, Health Physical Education, and the remaining sub scores in ELA, iELD/ALD/MELD and Math (practices and domain taught)	RP End	• <u>One</u> assignment mark or current proficiency level*. • <u>One</u> by the midpoint and <u>one</u> by the end is highly recommended.	RP End	• <u>Two</u> assignment mark or current proficiency levels*. • <u>Two</u> by the midpoint and <u>two</u> by the end is highly recommended.	RP End	• <u>Three or more</u> assignment mark or current proficiency levels*. • <u>Three or more</u> by the midpoint and <u>three or more</u> by the end is highly recommended.

RP is Reporting Period, * **Current Proficiency Level** is used in Mastery Learning and Grading, and **Sub Score** refers to either strands, domains, disciplines, etc. as delineated in the framework of each academic subject.



**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

ATTACHMENT C

**SAMPLE
Kinder – 5th Grade Warning Notice
<Insert School Letterhead>**

To the parent/guardian of _____
(Student Name)

_____ Date of Birth _____ Grade _____ ELD Level _____ Room _____

This letter is to inform you that your child is not meeting grade level standards in:

ACADEMIC SUBJECTS

English Language Arts

- ___ Foundational Skills
- ___ Making Meaning from Text
- ___ Conventions & Vocabulary
- ___ Effective Expression through Writing
- ___ Effective Expression through Speaking/Listening

Mathematics

- ___ Counting & Cardinality (kinder only)
- ___ Operations & Algebraic Thinking
- ___ Number & Operations in Base Ten
- ___ Measurement & Data
- ___ Geometry
- ___ Number & Operations – Fractions (3rd–5th)
- ___ Math Practices

- Science _____
- History/S.S. _____
- Arts _____
- Physical Ed. _____
- Health _____
- ELD _____

ATTENDANCE

- Tardy _____
- Absent _____

Other Comments: _____

**Characteristics & Behavior of a College-Prepared
and Career-Ready Learner**

Effectively communicates & collaborates

- ___ communicates clearly through speaking & writing
- ___ works productively in collaborative groups
- ___ listens to, interprets, & uses information

Understands other perspectives

- ___ shows respect & recognizes the opinions & feelings of others
- ___ solves problems in different ways

Thinks Critically, solves problems creatively, values evidence

- ___ applies knowledge & experiences to solve problems
- ___ evaluates answers, explains reasoning
- ___ generates new & creative ideas

Acts responsibly, ethically, & is productive citizen

- ___ works independently & asks for assistance when needed
- ___ follows school & classroom rules
- ___ respects the rights & property of school and others
- ___ organizes workplace & materials
- ___ makes productive use of class time & stays on task

Uses technology & Digital Media strategically & Capably

- ___ presents information effectively in a variety of formats
- ___ uses appropriate technologies effectively when communicating
- ___ adheres to the guidelines found in the district AUP

This report is a brief evaluation of your child’s progress. Please sign and return this sheet to your child’s teacher. Your cooperation is greatly appreciated.

If you would like to discuss your child’s progress further please contact the office to schedule an appointment with the teacher.

Teacher’s Signature

Date

Principal’s Signature

Parent’s Signature



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

SAMPLE Kinder – 5th Grade Warning Notice - SPANISH <Insert School Letterhead>

A los Padres o Tutores de _____
(Nombre del Estudiante)

Fecha de Nacimiento Grado Nivel de inglés Salón

El propósito de esta carta es para informarle que su hijo(a) no ha cumplido con las normas del nivel del grado en:

ÁREAS ACADÉMICAS

Artes de Lenguaje de Inglés

- ___ Destrezas fundamentales de lectura
- ___ Comprenden el significado del texto
- ___ Reglas del idioma, uso eficaz del vocabulario
- ___ Expresión eficaz a través de la escritura
- ___ Expresión eficaz al hablar y escuchar

Matemáticas

- ___ Contar y cardinalidad (kínder)
- ___ Operaciones y pensamiento algebraico
- ___ Números y operaciones basadas en decenas
- ___ Medidas y datos
- ___ Geometría
- ___ Números y operaciones-fracciones (3rd – 5th)
- ___ Prácticas de matemáticas

- Ciencias _____
- Historia/ Estudios Sociales _____
- Arte _____
- Educación Física _____
- Educación de Salud _____
- ELD _____
- (aprendizaje del idioma inglés)

ASISTENCIA

Días tardes _____
Ausencia _____

Otros Comentarios: _____

Características y conducta de un estudiante preparado para la universidad y listo para una carrera

Se comunica y colabora eficazmente

- ___ se comunica claramente a través del habla y la escritura
- ___ trabaja productivamente en grupos de colaboración
- ___ escucha, interpreta y utiliza información

Entiende otras perspectivas

- ___ demuestra respeto y reconoce las opiniones de los demás
- ___ resuelve los problemas de diferentes maneras

Piensa críticamente, soluciona problemas con creatividad y valora la evidencia

- ___ aplica conocimientos y experiencias para resolver problemas
- ___ evalúa las respuestas, explica el razonamiento
- ___ genera ideas nuevas y creativas

Actúa de manera responsable, éticamente, y es un ciudadano productivo

- ___ trabaja independientemente y pide ayuda cuando es necesario
- ___ sigue las reglas de la escuela y del salón
- ___ respeta los derechos y la propiedad de la escuela y de otros
- ___ organiza el lugar de trabajo y los materiales
- ___ hace uso productivo del tiempo en clase y permanece concentrado en la tarea

Utiliza estratégicamente y hábilmente a la tecnología y los medios digitales

- ___ presenta información eficazmente en una variedad de formatos
- ___ utiliza eficazmente las tecnologías apropiadas cuando comunica
- ___ se adhiere a las reglas que se encuentran en la política del distrito AUP

Este es un reporte breve de la evaluación de su niño/a. Por favor firme este papel y devuélvalo a la maestro/a. Se agradece su cooperación.

Si desea hablar más acerca del progreso de su hijo/a, comuníquese con la oficina para hacer una cita con el/la maestro/a.

Firma del Maestro(a)

Fecha

Firma del administrador

Firma del padre



**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

**SAMPLE
6th Grade Warning Notice
<Insert School Letterhead>**

To the parent/guardian of _____
(Student Name)

_____ Date of Birth _____ Grade _____ ELD Level _____ Room

This letter is to inform you that your child is not meeting grade level standards in:

ACADEMIC SUBJECTS

English Language Arts

- ___ Foundational Skills
- ___ Making meaning from text
- ___ Conventions & Vocabulary
- ___ Effective Expression through Writing
- ___ Effective Expression through Speaking/Listening

Mathematics

- ___ Ratios & Proportional Relationships
- ___ The Number System
- ___ Expressions & Equations
- ___ Geometry
- ___ Statistics & Probability
- ___ Math Practices

- Science _____
- History/S.S. _____
- Arts _____
- Physical Ed. _____
- Health _____
- ELD _____

**Characteristics & Behavior of a College-Prepared
and Career-Ready Learner**

Effectively communicates & collaborates

- ___ communicates clearly through speaking & writing
- ___ works productively in collaborative groups
- ___ listens to, interprets, & uses information

Understands other perspectives

- ___ shows respect & recognizes the opinions & feelings of others
- ___ solves problems in different ways

Thinks Critically, solves problems creatively, values evidence

- ___ applies knowledge & experiences to solve problems
- ___ evaluates answers, explains reasoning
- ___ generates new & creative ideas

Acts responsibly, ethically, & is productive citizen

- ___ works independently & asks for assistance when needed
- ___ follows school & classroom rules
- ___ respects the rights & property of school & other
- ___ organizes workplace & materials

Uses technology & Digital Media strategically & Capably

- ___ presents information effectively in a variety of formats
- ___ uses appropriate technologies effectively when communicating
- ___ adheres to the guidelines found in the district AUP

ATTENDANCE

- Tardy _____
- Absent _____

Other Comments: _____

This report is a brief evaluation of your child’s progress. Please sign and return this sheet to your child’s teacher. Your cooperation is greatly appreciated.

If you would like to discuss your child’s progress further please contact the office to schedule an appointment with the teacher.

Teacher’s Signature

Date

Principal’s Signature

Parent’s Signature



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

SAMPLE 6th Grade Warning Notice - SPANISH <Insert School Letterhead>

A los Padres o Tutores de _____
(Nombre del Estudiante)

Fecha de Nacimiento _____ Grado _____ Nivel de inglés _____ Salón _____

El propósito de esta carta es para informarle que su hijo(a) no ha cumplido con las normas del nivel del grado en:

ÁREAS ACADÉMICAS

Artes de Lenguaje de Inglés

- ___ Destrezas fundamentales de lectura
- ___ Comprenden el significado del texto
- ___ Reglas del idioma, uso eficaz del vocabulario
- ___ Expresión eficaz a través de la escritura
- ___ Expresión eficaz al hablar y escuchar

Matemáticas

- ___ Razones y relaciones proporcionales
- ___ El sistema numérico
- ___ Expresiones y ecuaciones
- ___ Geometría
- ___ Estadísticas y probabilidad
- ___ Prácticas de matemáticas

- Ciencias _____
- Historia/ Estudios Sociales _____
- Arte _____
- Educación Física _____
- Educación de Salud _____
- ELD _____
(aprendizaje del idioma inglés)

ASISTENCIA

- Días tardes _____
- Ausencia _____

Características y conducta de un estudiante preparado para la universidad y listo para una carrera

Se comunica y colabora eficazmente

- ___ se comunica claramente a través del habla y la escritura
- ___ trabaja productivamente en grupos de colaboración
- ___ escucha, interpreta y utiliza información

Entiende otras perspectivas

- ___ demuestra respeto y reconoce las opiniones de los demás
- ___ resuelve los problemas de diferentes maneras

Piensa críticamente, soluciona problemas con creatividad y valora la evidencia

- ___ aplica conocimientos y experiencias para resolver problemas
- ___ evalúa las respuestas, explica el razonamiento
- ___ genera ideas nuevas y creativas

Actúa de manera responsable, éticamente, y es un ciudadano productivo

- ___ trabaja independientemente y pide ayuda cuando es necesario
- ___ sigue las reglas de la escuela y del salón
- ___ respeta los derechos y la propiedad de la escuela y de otros
- ___ organiza el lugar de trabajo y los materiales
- ___ hace uso productivo del tiempo en clase y permanece concentrado en la tarea

Utiliza estratégicamente y hábilmente a la tecnología y los medios digitales

- ___ presenta información eficazmente en una variedad de formatos
- ___ utiliza eficazmente las tecnologías apropiadas cuando comunica
- ___ se adhiere a las reglas que se encuentran en la política del distrito AUP

Otros Comentarios: _____

Este es un reporte corto de la evaluación de su niño/a. Por favor firme este papel y devuélvalo a la maestro/a. Se agradece su cooperación.

Si desea hablar más acerca del progreso de su hijo/a, comuníquese con la oficina para hacer una cita con el/la maestro/a.

Firma del Maestro(a)

Firma del administrador

Fecha

Firma del padre