



**Elementary Progress Report
Mark Guidance Rubric for Characteristics of a College-Prepared and Career-Ready Learner**

Behaviors of a College-Prepared and Career-Ready Learner are outlined in the 21st Century Skills Framework that is recognized by the California Department of Education (CDE). These 21st Century skills are also incorporated in the content area frameworks such as the English Language Arts/English Language Development Framework. 21st Century Skills include interpersonal skills, ethics and integrity. The Characteristics of a College-Prepared and Career-Ready Learner section of the progress report also provides feedback on the social emotional development of students. Teachers are responsible for creating and maintaining cultures of learning and positive behavior that are conducive to growth for all students. Systems utilized in classrooms should reflect an understanding of the cultural and linguistic needs of the students in the classroom. Maintaining culturally responsive and equitable environments helps engage all learners towards goal attainment, and helps ensure that the Behaviors of a College-Prepared and Career-Ready Learner marks are being assigned in ways that are free from bias.

Teachers should determine where students fall in each of the sub-strands. In determining the overall progress report mark, teachers should consider the score that best reflects each student’s average performance over all the sub-strands.

Visit the new elementary progress report website at <https://achieve.lausd.net/Page/11770> for additional information or contact Carlen Powell, Administrator of Elementary Instruction, at carlen.powell@lausd.net or (213) 241-5333.

The chart below provides approximate frequency descriptions for the scales for the strand: **Effectively Communicates and Collaborates**

Effectively Communicates and Collaborates Sub-Strands	C = Consistently	S = Sometimes	R = Rarely
Communicates clearly through speaking and writing;	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support. (0-25% of the time)
Works productively in collaborative groups	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support. (0-25% of the time)
Listens to, interprets and uses information provided by others in a variety of settings.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support. (0-25% of the time)

Approved by Derrick Chau, Senior Executive Director, P-12 Instruction



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The chart below provides approximate frequency descriptions for the scales for the strand: **Understands Other Perspectives**

Understands Other Perspectives Sub-Strands	C = Consistently	S = Sometimes	R = Rarely
Shows respect and recognizes the opinions and feelings of others	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support. (0-25% of the time)
Solves problems in different ways after considering multiple perspectives.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support. (0-25% of the time)

The chart below provides approximate frequency descriptions for the scales for the strand: **Thinks Critically, Solves Problems Creatively, and Values Evidence**

Thinks Critically, Solves Problems Creatively, and Values Evidence Sub-Strands	C = Consistently	S = Sometimes	R = Rarely
Applies knowledge and experiences to solve problems.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support. (0-25% of the time)
Evaluates answers, explains reasoning, and makes appropriate adjustment to thinking.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support. (0-25% of the time)
Generates new and creative ideas.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support. (0-25% of the time)



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The chart below provides approximate frequency descriptions for the scales for the strand: **Acts Responsively, Ethically, and is a Productive Citizen**

Acts Responsively, Ethically, and is a Productive Citizen Sub-Strands	C = Consistently	S = Sometimes	R = Rarely
Works independently and asks for assistance when needed.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support. (0-25% of the time)
Follows school and classroom rules, respects the rights and property of school and others.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support. (0-25% of the time)
Organizes workplace and materials.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support. (0-25% of the time)
Makes productive use of class time and stays on task.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support. (0-25% of the time)

The chart below provides approximate frequency descriptions for the scales for the strand: **Uses Technology and Digital Media Strategically and Capably**

Uses Technology and Digital Media Strategically and Capably Sub-Strands	C = Consistently	S = Sometimes	R = Rarely
Presents information effectively in a variety of formats.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support. (0-25% of the time)
Uses appropriate technologies effectively when communicating ideas and creating products.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support. (0-25% of the time)
Adheres to the guidelines found in the District Acceptable Use Policy.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support. (0-25% of the time)