Elementary Progress Report Teacher Handbook

Los Angeles Unified School District

Division of Instruction, Elementary Instruction – revised Oct. 23, 2018

Division of Instruction
Los Angeles Unified School District

Progress Report Handbook for Teachers

Handbook can 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 (CCS). 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 CCS 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. The 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 Education Branch, Gifted and Talented Education, Special Education, Early Childhood Education, Parent and Community Services Branch, 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 strands 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 strand, 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.

The ELA strands on the progress report are directly related to ELA anchor standards and corresponding grade-level standards. Refer to the LAUSD Progress Report Correlations to the ELA College and Career Anchor standards document and other grading support resources at https://achieve.lausd.net/Page/13782.

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 and from the Standards for Mathematical Practice.

The Standards for Mathematical Practice are a new part of the CCS and are grouped according to the work of William McCallum, one of the authors of the Math CCS.

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

Grading support, including a rubric for the mathematical practices, is available at the grading supports website: https://achieve.lausd.net/Page/13782.

Computing Composite Scores
It is recommended that simple averages are not used to compute the composite scores. School teams are encouraged to engage in collaborative discussions about which ELA and Math CCS might be most pivotal for the grade level as they calibrate practices in computing the composite score.

Guidance to inform these decisions about which strands might be considered most pivotal can be found in the L.A. Unified curriculum maps and the CCS. Below are examples in ELA and Math of how pivotal strands might be considered in determining composite scores:
- **ELA:** In 1st grade, Foundational Reading Skills might be considered pivotal. As such, school site teams might determine that in order to earn a composite score of 3 in ELA, students would need to score at least a 3 in Foundational Reading Skills.

- **Math:** In 3rd grade math, there are no major clusters identified in Number and Operations in Base Ten. As such, school-site teams might determine that a student's sub score in Number and Operations in Base Ten might not be considered as heavily as sub scores in other domains when determining a student's composite score in math.

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.

Science grading resources such as alignments to Benchmark unit themes, assessments by grade level and others are available under the Science tab at https://achieve.lausd.net/Page/13782. Visit this link to download the NGSS http://www.nextgenscience.org/california

Visual and Performing 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 each year all students will have access to each arts discipline: dance, music, theatre and visual arts. 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 four arts disciplines within the Visual and Performing Arts academic subject. Suggested integrated instructional strategies, sample performance tasks and rubrics may be found at achieve.lausd.net/arts under each specific discipline.

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. A proficiency level and a score is entered for each of the three Modes of the Part I Standards and the three 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 as indicated with a score of 1-4. Part III ELD Standards are addressed in the English Language Arts: Foundational Reading Skills section of the progress report.

Additional resources are also available on the Multilingual and Multicultural Education Department (MMED) website under elementary English Learner Instruction, ELD Grading Guidance at https://achieve.lausd.net/Page/14469#spn-content.

Academic Language Development
Both the CA ELA/ELD Framework and the 2018 Master Plan for English Learners and Standard English Learners discuss the importance of Academic Language for all students. All of California's students are in the process of mastering Academic English. Through consistent Academic Language Development (ALD), students will be able to:
- Participate in a range of collaborative discussions
- Use complex language
- Fortify complex output
- Engage with complex text

ALD addresses the CA ELA standards and/or ELD standards through instruction in Foundational Reading Skills, Making Meaning from Text, Language Conventions and Effective Use of Vocabulary, Effective Expression through Writing, and Effective Expression through Speaking and Listening.

ALD refers to:
- Integrated English Language Development (iELD) for English learners
- Mainstream English Language Development (MELD) for Standard English learners
- Academic Language Development (ALD) for EO's, IFEPs and RFEPs

Mainstream English Language Development (MELD) refers to research-based instructional accommodations that support standard English learners (SELs) with the development of listening, speaking, reading and writing in Standard English and in academic English.

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

Dual Language Education Programs
Students participating in the following dual language education programs receive instruction in English and a target language of the program (Spanish, Korean, Mandarin, French, Armenian, or Arabic):
- Dual Language Two-Way Immersion (TWI) Program, formerly called Dual Language Program (DLP)
- Dual Language One-Way Immersion (OWI) Program, formerly called Maintenance Bilingual Education (MBE) Program
- World Language Immersion (WLI) Program, formerly called Foreign Language Immersion (FLI) Program

Starting on the 2017-2018 school year, there is a shift from assigning target language grades to assigning target language proficiency levels, based on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. This shift allows for documentation of students' target language proficiency on a language learning continuum that spans from K-12 and beyond. The proficiency scale has five major levels, of which three are applicable to the elementary grades: Novice, Intermediate, and Advanced. These three major levels are divided further into three sublevels: Low, Mid, and High. An explanation of each of the three major levels is listed on the following page:

TARGET LANGUAGE PROCIENCY LEVELS	
Advanced	Students at this proficiency level continue to learn and apply the target language to a wide variety of academic and social contexts and are able to engage in paragraph-level discourse and can proficiently navigate the various time frames. Students at the Advanced level may progress slowly through the sublevels; students may remain at a sublevel for one or two years.
Intermediate	Students at this proficiency level are creating with the target language and can apply the target language in more academic and social contexts. Students at this level can use sentences, strings of sentences, and short paragraphs to express their understanding and to respond to a variety of task types and functions. Students at the Intermediate level may progress slowly through the sublevels; students may remain at a sublevel for one or two years.

Novice	Students at this proficiency level are learning to use the target language in familiar and highly predictable academic and social settings using words, phrases, memorized chunks, and formulaic sentences. Students at the Novice level may progress quickly through low to mid sublevels.

To show progress in the target language along the proficiency continuum, all students (EL, EO, and FEP) in dual language education programs will be given a two-character level for each of the modes listed: Interpersonal Communication, Interpretive Reading, Interpretive Listening, and Presentational Writing as indicated in the following chart:

Acronym	Level
AH	Advanced High
AM	Advanced Mid
AL	Advanced Low
IH	Intermediate High
IM	Intermediate Mid
IL	Intermediate Low
NH	Novice High
NM	Novice Mid
NL	Novice Low
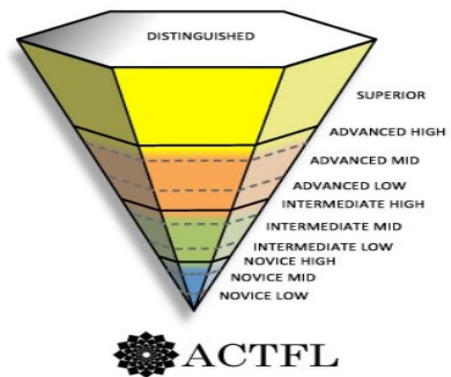
For additional information on marking practices and procedures for each of the program models, see Attachment A and visit the Dual Language Education Programs website at https://achieve.lausd.net/Page/9464#spn-content

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 B for further guidance on marking practices for students with disabilities including those in the alternate curriculum.

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 <u>meeting</u> grade-level standards and expectations (i.e., student demonstrates solid knowledge and understanding). A "4" represents <u>exceeding</u> 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: https://achieve.lausd.net/Page/2015#spn-content.

Transitional Kindergarten (TK)

The TK program follows the requirements of SB1381 in providing a modified kindergarten curriculum that is both age and developmentally appropriate. Emphasis is placed on developing oral language skills and providing integrated experiences in language and literacy, English Language Development, social-emotional development, mathematics, physical development, the arts, science and social sciences.

Pursuant to EC 48000(f), Transitional Kindergarten instruction is aligned to the California Preschool Learning Foundations, (the standards for TK). The LAUSD TK progress report aligns to these foundations. A student's mark is based on how they are developing along the continuum from **E** = Exploring (48 months), **B** = Building (60 months), **D** = Developing (emerging kinder skills), **I** = Integrating (kinder skills). The LAUSD TK-K Standards Alignment Document indicates the developmental progression from 48 months to end of kindergarten.

Social Emotional Development is reflected separately in Characteristics and Behaviors of a College-Prepared and Career-Ready Learner. ELD marks also align 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 when proficient at the 48- and 60-month expectations and within the 3 ELD PLF levels, Beginning , Middle, Later. The PLF are available for download at http://www.cde.ca.gov/sp/cd/re/psfoundations.asp.

The purpose of TK is not mastery of kindergarten or early kindergarten skills, but rather 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. Progress report resources are available at the grading supports website: https://achieve.lausd.net/Page/13782.

Section 2: Marking Practices

Standards-Based Instruction

"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-2332.7, *Elementary School Progress Report Marking Practices and Procedures*, dated August 3, 2018.

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.

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 9 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 on Mastery Learning and Grading, please see Appendix.

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

Mastery Learning and Grading Instructional Coaches:
Chris Grounds: christopher.grounds@lausd.net
Melissa Guice: mjg7290@lausd.net
Roseanne Hill: rmh9976@lausd.net

Section 3: Entering Grades and Generating Reports

Learning Management System Online Gradebook:
Beginning in the 2018-2019 academic year, all K-5/6 elementary teachers are required to enter assignment marks or current proficiency levels for Mastery Learning and Grading (MLG) schools on the Learning Management System (LMS) online gradebook.

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 online 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

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 levels 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.

On the following page are minimum requirements for the first year of implementation.

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 in each of the academic subjects: ELA, Math and Academic Language Development should be entered
- **English Language Art (ELA)**
  - Foundational Reading Skills,
  - Making Meaning from Text, **or**
  - Effective Expression Through Writing
- **Math**
  - Math Domains, **or**
  - Math Practices
  This applies to the math domains and practices being taught in the current reporting period.

- **Academic Language Development (ALD)**
  - Math 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
    - Language Conventions and Effective Use of Vocabulary,
    - Effective Expression Through Writing, **or**
    - Effective Expression through Speaking and Listening.

By the end of each reporting period, teachers should enter a minimum of **three** assignment marks or current proficiency levels in each of the academic subjects: ELA, Math and ALD (includes iELD and MELD).

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.

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. 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.

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.

Please see Attachment B of BUL-2332.7, Elementary School Marking Practices and Procedures, titled *The LMS Online Gradebook Grade Entry Minimum Requirements At-A-Glance,* for grade entry requirements expected for 2019-2020 and 2020-2021

MiSiS:

Please note that the "Grades by Class – CCS" link under the "Admin" tab will no longer have the "CCS" suffix. It will now simply be, "Grades by Class". Also, the "Grades – CCS" link on the student profile screen under the "Academics" tab, will simply be "Grades." Teachers can access the current and previous progress reports from these links.

"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"

The Teacher Verification Report ensures that grades and comments have been correctly entered by a teacher for students enrolled in his/her class.

"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)
Comprehensive ELD is essential 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

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
The L.A. Unified Parent Access Support System Portal provides student data to parents and guardians in a user-friendly web format. With the Parent Portal, parents and guardians can access vital information about their children 24 hours a day, seven days a week from any location. The Parent Portal 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
- Parents will be able to view assignment marks and current proficiency levels for Mastery Learning and Grading that individual teachers enter on the LMS online gradebook at all elementary schools at the beginning of the 2018-2019 school year.

For more information, visit the Parent Portal 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 web. 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 the LMS online gradebook.

Job aids to support teachers and administrators are available. 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 NEW	⬇
Entry by Student for Office Staff NEW	⬇
Entry by Class for Teachers NEW	⬇
Entry by Student for Teachers NEW	⬇
How to Generate and Print the CCS Elementary Schools Report Card NEW	⬇
How to Generate and Print the CCS Teacher Verification Report NEW	⬇

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

Dual Language Education Program Resources for Target Language Proficiency Levels:
American Council on the Teaching of Foreign Language:
https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012

Special Education:
- Alternative Curriculum Marking Practices *Guide (Appendix, Attachment A)*

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.) See "Resources," "Teachers," 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, https://achieve.lausd.net/Page/6503.

Optional Mastery Learning and Grading Resources:

If you would like to learn more about Mastery Learning and Grading, there are a number of options available:

- You may register for the Mastery Learning and Grading salary point class on myPLN by searching keywords "mastery salary point." If there are no classes currently posted, you may contact one of the Mastery Learning and Grading Instructional Coaches about the next available opportunity.

- If there are 12 or more interested teachers at your school site, you may contact the Mastery Learning and Grading Instructional Coaches about scheduling professional development at your school.

- You may go to the Mastery Learning and Grading website and explore resources on your own: [https://gradingforlearning.wordpress.com]()

  To access the online learning modules for the MLG PD series on this website, click the red hexagon on the right to bring down the menu, hover over "The Shifts", hover over "Shift A", and begin with "Step 1A".

- For more information on Mastery Learning and Grading or for questions about any of the above, contact Mastery Learning and Grading Instructional Coaches:

  Chris Grounds: [christopher.grounds@lausd.net]()
  Melissa Guice: [mjg7290@lausd.net]()
  Roseanne Hill: [rmh9976@lausd.net]()

Additional information is available at: [https://achieve.lausd.net/Page/13831]()

Marking Procedures for Master Plan Instructional Programs

Master Plan Instructional Program	Resource Copy and paste links into internet browser to view
Mainstream English Program ELPAC Levels 3 Maximum and Above	http://bit.ly/MARKINGMAINSTREAM
Language and Literacy in English Acceleration Program (L²EAP), formerly known as Structured English Immersion (SEI) Program ELPAC Levels 1-3 Minimum	http://bit.ly/MARKINGLEAP
Dual Language Two-Way Immersion Program 50/50 model and 70/30 model (formerly known as Dual Language Program) **Dual Language One-Way Immersion Program 50/50 model** (formerly known as Maintenance Bilingual Education Program) **World Language Immersion Program 50/50 model and 70/30 model** (formerly known as Foreign Language Immersion Program)	http://bit.ly/DLEHANDOUTA
Dual Language Two-Way Immersion Program 90/10 model (formerly known as Dual Language Program) **Dual Language One-Way Immersion Program 70/30 model** (formerly known as Maintenance Bilingual Education Program) **World Language Immersion 90/10 model** (formerly known as Foreign Language Immersion Program)	http://bit.ly/DLEHANDOUTB
Transitional Bilingual Education (Phasing Out by 2019) ELs ELPAC Levels 1-3 Minimum	http://bit.ly/DLEHANDOUTC

Marking Procedures for Students with Disabilities

Through an Individualized Education Program (IEP), the individual needs of students are described and appropriate accommodations and/or modifications for instruction, assessment, and/or evaluation are defined. It is expected that all teachers of students with disabilities, including general education teachers serving these students, will implement all aspects of students' IEPs.

a. Parents of students with disabilities are to be informed of progress toward IEP goals at least as often as report cards are issued for students (*20 U.S.C. § 1414(d)(1)(A)(i)(III), Cal. Ed. Code § 56345(a)(3)*. In elementary grades, this means that IEP goal progress reports must be sent three (3) times per academic year, at a minimum. Student progress toward IEP goals is documented on the *IEP Report of Progress and Achievement from Current IEP* located on page 5 of the IEP. Printed copies of the IEP Report(s) of Progress and Achievement must be sent home with students when sending report cards.

b. 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. Access to the general education curriculum is supported by the provision of accommodations and modifications, when specified in a student's IEP. 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. The main determinants a teacher must make before issuing a mark are the following:

    Were all the accommodations and/or modifications listed in the student's IEP implemented in a specific subject area? Did the student have sufficient access to the curriculum through the use of documented accommodations and/or modifications?

    o   If the answer is yes, the teacher may grade the student according to his/her performance following criteria established for issuing marks in each subject.
    o   If the answer is no, the teacher cannot issue a mark of 1 (Minimal Progress Toward Grade Level Standards). An IEP meeting should be held without delay to discuss needed accommodations and/or modifications.

c. Students with disabilities who participate in an alternate curriculum are to be graded on their progress and achievement based on alternate achievement standards.

Marking Procedures for Students with a Section 504 Plan

Through a Section 504 Plan, the individual needs of students are described, and appropriate accommodations for instruction, assessment, and/or evaluation in the general education program may be defined. It is expected that all teachers of students with disabilities, as well as any appropriate designated staff serving those students, will implement all aspects of students' 504 Plans.

a. There are no separate marking procedures for students with a Section 504 Plan.

b. Students who have a Section 504 Plan should be monitored regularly by their assigned teacher(s) and the Section 504 Case Manager for progress toward identified academic and/or behavior performance outcomes. Re-evaluation of the Section 504 Plan is required any time there is evidence that the Section 504 Plan is not effective in addressing the student's identified disability and area(s) of educational impact.

Marking Practices Guidance for Teachers of Students on the Alternate Curriculum

> Students with disabilities who participate on an alternate curriculum are to be graded on their progress and achievement based on alternate achievement standards. On the report card, the teacher of record should indicate the following comment under the SPED CODE section: "Student participates on an alternate curriculum aligned to alternate achievement standards."

Background: Students participating on an alternate curriculum are also considered to be on a modified curriculum that addresses common core standards in a modified manner. Modifications and accommodations are not interchangeable. Accommodations change the manner in which material is presented, while modifications change what students are taught or expected to learn due to the nature of their disability.

Gathering Student Grading Data: When preparing to grade students on the alternate curriculum during progress reporting windows, it is suggested that staff gather information about the achievement of goals as outlined in the current IEP. While goals may not be written for every subject area that is part of the elementary progress report, beginning the grading process with IEP goals in mind will help to frame progress report grading. Such information can be gathered from a wide array of sources that includes:

Work samples	Observational records	Informal/teacher created assessments
Unique benchmark data	Teacher reports	Other data collection tools

Grading Students on an Alternate Curriculum

After analysis of gathered data, student progress toward IEP goals and subsequent achievement in content areas should be recorded in their respective data systems (IEP goals in Welligent, Progress Report marks in MiSiS). Students on an alternate curriculum are able to be provided the full range of academic scores in the table below. These scores are based upon the analysis of data related to individual student achievement in academic subjects as modified. Information regarding the alignment of common core standards to the Unique Learning System (ULS) curriculum can be found in the section of this document titled "Using Information from ULS to report progress (Alignment Tools)."

Academic Achievement Scores Key					
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
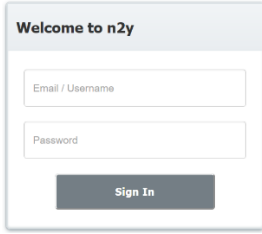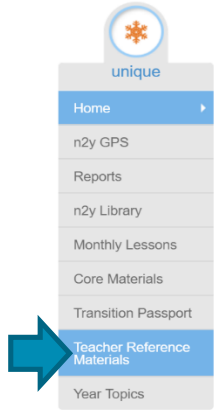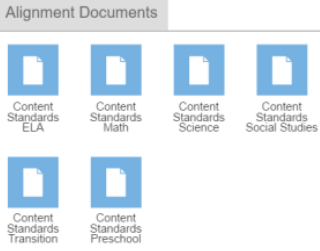
Additional Guidance from the California Department of Education

http://www.cde.ca.gov/sp/se/sr/promoretntn.asp

The following information is provided to help educators differentiate between accommodations and modifications for students with IEPs. Teachers are expected to utilize the accommodations and modifications prescribed in IEPs to support instructional practice and, subsequently, student achievement.

Accommodations	Modifications
An accommodation is a change in the course, standard, test preparation, location, timing, scheduling, expectation, student response, or other attributes that provides access for a student with a disability to participate in a course, standard or test, and it does not fundamentally alter or lower the standard or expectation of the course, standard or test.	If modifications have been made to the curriculum of any course, it is important that the student's grade reflect the student's achievement in the modified curriculum, as long as modified grades are available to all students. However, any modifications to programming, instruction, and grading must be documented in the student's IEP and be directly related to the student's disability. To automatically give modified grades to all special education students would be discriminatory and potentially violate Section 504 of the Rehabilitation Act of 1973.

Using information from Unique Learning Systems (ULS) to report progress (Alignment Tools)

Visit n2y.com, log in	Select "Teacher Reference Materials" in Unique	Choose "Alignment Tools"	Scroll down to download alignment information

Information provided in ULS Alignment Tools relate common core standards to alternate achievement standards.

Each grade band has information available that coordinates common core standards with n2y instructional targets based upon alternate achievement standards. The Alignment Tools also provide specific lessons, activities, and support activities that address the alternate achievement standards and provide samples for differentiation of these common core aligned lessons.

Academic Subjects	Demonstrates Knowledge of California Content Standards	Unique Learning System Alignment
English Language Arts	Foundational Reading Skills	**Content Standards ELA**
	Making Meaning from Text	
	Language Conventions, Effective Use of Vocabulary	
	Effective Expression through Writing	
	Effective Expression through Speaking and Listening	
Mathematics Content	Counting and Cardinality *(number of items in a set)*	**Content Standards Math**
	Operations and Algebraic Thinking	
	Number and Operations in Base Ten	
	Measurement and Data	
	Geometry	
	Number and Operations—Fractions	

(Table continues on the following page)

Mathematical Practices (ULS: Content Standards Math)	Problem Solving and Precision	
	Reasoning and Explaining	
	Modeling and Using Tools	
	Seeing Structure and Generalizing	
Science-DCI	Content and Concepts (Earth, Physical, Life, and/or Engineering)	**Content Standards Science** or **Next Generation Science**
	Conducts Investigations (Earth, Physical, Life, and/or Engineering)	
	Constructs Relevant Questions (Earth, Physical, Life, and/or Engineering)	
History-Social Science	Content and Concepts	**Content Standards Social Science**
	Historical and Social Science Analysis Skills	
Visual and Performing Arts	Dance	**Not ULS aligned**
	Music	
	Theatre	
	Visual Arts	
Physical Education	Content and Concepts	**Not ULS aligned**
Health Education	Content and Concepts	**Not ULS aligned**

Example of alternate achievement standard alignment

In the example on the next page, reading standards (1) for grades K-2 are aligned to instructional goals (targets) (2). These goals also directly align with alternate achievement standards for students on the alternate curriculum. To support student access to achievement of these standards, the lessons, activities, and differentiated task examples (3) are provided as ideas for instructors. These lessons, activities, and differentiated task examples are shared to provide instructors with samples that are not intended to be the extent of lesson presentation for their students.

Addressing student range of ability using the Elementary Progress Report: Teachers are allowed to use relevant data to report progress. Knowledge of student abilities and progress as evidenced through work samples and observations of staff will form the basis of the progress report mark for students on the alternate curriculum. Students that are on the alternate curriculum can be provided high marks (3, 4) if there are work samples or other documentation that indicates their achievement. Teachers are also able to assign N/A for those areas on the progress report that were not addressed during the current reporting period.

For more information or support related to progress mark reporting for students on the alternate curriculum, please contact: James Koontz, Specialist, Division of Special Education, jck6411@lausd.net or (213) 241-4966.

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.

Reporting Period (RP): A reporting period, also called 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 (RP1, RP2, RP3).

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.

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

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

Sub Score: Sub score refers to each mark assigned within each academic subject. For example in ELA, each strand (foundational reading skills, making meaning from text, etc.) receives a sub score. The overall ELA academic subject receives a composite score.

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 reporting periods and the grades awarded for content standards during these reporting 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.