

Dear IUSD Parent,

We are excited to share with you our elementary report card which is the product of an intensive and thoughtful collaboration between IUSD teachers. Aligned to California's state standards, this report card emphasizes the importance of students demonstrating their learning and communicates student progress toward meeting end-of-year grade level expectations.

Reflected in the language are the capacities of literate individuals and a more explicit emphasis on building knowledge and deepening conceptual understanding. Fortunately, the California state standards reinforce the importance of the essential capacities already outlined in our Continuous Improvement Efforts. In fact, the congruence between the state standards and the essential capacities coupled with the long established success rates of our students reaffirms that IUSD has always understood our most important charge is teaching students to think.

Irvine Unified's mission is to equip students with the knowledge and skills to be successful in a rapidly changing world. We know for our students to be successful in life they need to communicate effectively in speaking and writing, solve complex problems and cultivate flexible knowledge that lends itself to real world applications. Our students need to learn how to work collaboratively, how to think critically and creatively, and most importantly, they need to take ownership for their learning. Our teachers provide a vital role in creating environments where students feel safe and can learn essential knowledge and skills while cultivating their ability to reflect, gain self-knowledge and improve their own capacity for learning.

We realize the success of our mission is dependent upon building strong partnerships with our parents and communicating student progress in a clear and accessible manner. These report cards are designed to be a tool for both teachers and parents to communicate regarding grade level expectations and student progress toward them. We encourage you to review the report card and the accompanying resources to understand how you can support your student's learning and how we can work together to ensure that we provide the highest quality educational experience we can envision.

Sincerely,

Cassie Parham

Assistant Superintendent

Education Services

Irvine Unified School District

For more information regarding IUSD's academic program, visit: iusd.org/department/academics



Reading the Elementary Report Card

Academic Progress

PK-3rd Grade Progress Toward Standard

In grades PK-3, teachers communicate each student's current proficiency on grade level standards using a 1-4 scale:

- 4 - Excelling: Demonstrates a deep understanding and application of the standard
- 3 - Proficient: Demonstrates a comprehensive understanding and application of the standard
- 2 - Developing: Demonstrates a basic understanding and application of the standard
- 1 - Beginning: Demonstrates a limited understanding and application of the standard

Since progress toward standard marks communicate progress toward end of year expectations, it is typical for students to receive developing or beginning marks at the beginning of the school year.

4th-6th Grade Achievement and Progress Toward Standards

In grades 4-6, teachers communicate:

- Each student's current overall proficiency in each subject area:
 - A - Excelling or proficient on standards
 - B - Proficient on most standards
 - C - Developing on most standards
 - D - Beginning on most standards
 - F - Insufficient evidence to accurately report
 - P - Passing on a modified curriculum (for students with an IEP on a modified curriculum)
 - NP - Not passing on a modified curriculum (for students with an IEP on a modified curriculum)
- Additional information for individual standards within each subject area:
 - OT - On track to meet end of grade level expectations for the standard
 - AC - Area of concern/not on track to meet end of grade level expectations for the standard
 - NA - The standard is not taught and assessed this trimester

Additional Curriculum Section

Parents are provided with FYI information about what their child is learning in the arts and physical education. Teachers do not enter any marks in these sections.

Responsibilities for Learning and Behavior

Teachers report how frequently each student demonstrates expected behaviors using the following scale:

- 4 - Consistently: The student consistently demonstrates this behavior
- 3 - Usually: The student usually demonstrates this behavior
- 2 - Sometimes: The student sometimes demonstrates this behavior
- 1 - Rarely: The student rarely demonstrates this behavior