



Common Core Standards Rating Scale

- 4 **Advanced Performance Level**
(Thorough understanding of
state and district standards)
- 3 **Proficient Performance Level**
(Adequate understanding of
state and district standards)
- 2 **Approaching Performance Level**
(Partial understanding of
state and district standards)
- 1 **Minimal Performance Level**
(Minimal understanding of
state and district standards)

What is Standards-Aligned Grading

Standards aligned grading is a refined way of reporting what students know and how they demonstrate their learning of key grade level standards. Level 3 indicates that a student is consistently performing on grade level while Level 4 indicates that a student consistently performs above grade-level expectations. A student might begin the year performing at a Level 1 or Level 2 on some areas of reading, writing, and mathematics; it is our expectation that all students will be performing a Level 3 (at grade level) by the end of the academic year.

The LOUSD Common Core Report Card

The Live Oak Unified School District (LOUSD) elementary report card will communicate how well students are progressing toward their goals and college and career readiness. It will be used as part of an ongoing conversation between teachers, students, and parents about what is expected and how to help students be successful. This report card will go home at the end of each trimester. Students will be provided an overall grade for each subject area along with grades in cluster areas for Reading, Writing and Mathematics. Students will also be graded on effort.



**Live Oak Unified
School District**

Common Core Standards Aligned Grading and Report Cards

KINDERGARTEN

Parent Guide



*Cultivating excellence for
every student through
high expectations,
personal success, and
community involvement.*

REPORT CARD OVERVIEW

Reading

Literature/Informational Text :

Key Ideas and Details - With prompting/support student can answer key details about text, retell stories or identify the main topic and demonstrate understanding of the text. With prompting he/she is able to describe events, ideas and individuals.

Craft and Structure - With support student recognizes types of text, names author, illustrator, front cover, back cover, title page and answers questions about unknown words.

Integration of Knowledge and Ideas - With support student describes connection between illustrations and text, and compares/contrasts experiences of characters. Student identifies similarities and differences between two texts on the same topic.

Range of Reading and Text Complexity - Student engages in group activities with purpose and understanding, activates prior knowledge and makes predictions about text.

Foundational Skills:

Print Concepts - Student demonstrates understanding of the organization and basic text features (capitalization, punctuation, follow words from top to bottom, left to right).

Phonological Awareness - Student can recognize and produce rhymes, blend, segment, and isolate phonemes.

Phonics and Word Recognition - Student applies grade level phonics and decoding skills, and read high frequency words.

Fluency - Student reads emergent reader texts with purpose and understanding.



Writing

Text Types and Purpose:

Narrative - Student uses a combination of drawing, dictating, and writing to narrate a single event or related events in order and provides a reaction to what happened.

Informative and/or Explanatory - Student uses a combination of drawing, dictating, and writing to compose text in which he/she names the topic.

Persuasive and/or Opinion - Student uses a combination of drawing, dictating, and writing to compose opinion pieces in which a topic is named and an opinion is stated.

Production & Distribution of Writing:

Focuses and Strengthens Writing - With support student responds to questions and suggestions to strengthen writing.

Uses Technology to Publish Writing - With support student explores technological tools to produce writing.

Research to Build and Present Knowledge:

Participates in Shared Research Projects - Student participates in shared research.

Recalls/Gathers Relevant Information - With support student recalls information to answer a question.

Speaking and Listening

Comprehension and Collaboration - Student participates in collaborative conversation about Kindergarten topics and texts, and asks for help when needed.

Presentation of Knowledge and Ideas - Student describes familiar places, things, and events; adds drawings to description and speaks audibly.

Language

Standard English Conventions & Vocabulary Use - Student prints many upper and lower case letters, uses and identifies nouns and verbs. He/she understands question words (who, what, when, why, how); uses prepositions and complete sentences.



English Language Development

English Language Learners will be provided a grade in this area. Please refer to the ELD Brochure for an explanation of categories.

Social Studies ,Science, and Physical Education

Students will receive content area marks for these subjects.

Alphabetic Principle:

Student identifies upper and lower case letters and sounds accurately.

Mathematics

Counting and Cardinality: Student knows number names, counting sequence and is able to compare numbers.

Operations & Algebraic Thinking - Student understands that addition is putting together and subtraction is taking apart or away.

Numbers and Operations in Base Ten - Student is able to work with numbers 11-19 to gain foundations for place value.

Measurements & Data - Student describes and compares measurable attributes and classifies and counts objects in specific categories.

Geometry - Student can identify, compare, and compose shapes.

Habits of Success

Students will receive marks related to their effort on the listed categories.

