

# COMMON CORE PARENT LETTER

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September 2, 2014

Dear IUSD Parent:

Welcome to the 2014-2015 school year! We are excited to share with you our new report card which is the product of an intensive and thoughtful collaboration between IUSD teachers. Aligned to the Common Core State Standards (CCSS), the new 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 new language are the capacities of literate individuals and a more explicit emphasis on building knowledge and deepening conceptual understanding. Fortunately, the CCSS reinforce the importance of the essential capacities already outlined in our Continuous Improvement Efforts. In fact, the congruence between the CCSS 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. Implementation of the CCSS in Irvine will enable our teachers to focus even more intently on anchoring student learning through writing, speaking, listening and language.

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*

**Cassie Parham**  
**Assistant Superintendent, Education Services**  
**Irvine Unified School District**

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## COMMON CORE RESOURCES

[http://www.ocde.us/CommonCoreCA/Documents/11CCSParentHandbook\\_020411.pdf](http://www.ocde.us/CommonCoreCA/Documents/11CCSParentHandbook_020411.pdf)

The Orange County Department of Education created a parent handbook that gives an introduction to the California Common Core Standards as well as a more detailed overview of the English Language Arts and Math standards for Kindergarten through 8th grade.

<http://www.pta.org/content.cfm?ItemNumber=2909>

The National PTA created an overview for what students will learn in English Language Arts and Math for Kindergarten through 12th grade. In addition, there are suggestions for parents who would like to help support student learning at home.

[https://www.engageny.org/file/14596/download/parent\\_workshop\\_backpack\\_guide.pdf](https://www.engageny.org/file/14596/download/parent_workshop_backpack_guide.pdf)

EngageNY.org is developed and maintained by the New York State Education Department. This handout discusses the key shifts in Common Core standards, explains changes that will take place in classrooms, and offers suggestions to support student learning at home.

[https://www.engageny.org/file/4646/download/parent\\_workshop\\_what\\_parents\\_can\\_do\\_handout.pdf](https://www.engageny.org/file/4646/download/parent_workshop_what_parents_can_do_handout.pdf)

EngageNY.org is developed and maintained by the New York State Education Department. This handout outlines expectations for students and suggests ideas for parents in connection with Common Core standards for English Language Arts and Math.

[http://www.corestandards.org/assets/Appendix\\_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf)

This appendix from the Common Core State Standards includes research to explain key elements in the standards, along with key terms and vocabulary.

[http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)

This appendix from the Common Core State Standards includes sample texts and performance tasks for each grade level.

<http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/>

This selection from the Common Core State Standards discusses the key shifts in English Language Arts.

<http://www.corestandards.org/other-resources/key-shifts-in-mathematics/>

This selection from the Common Core State Standards discusses the key shifts in Math.

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# Reading the Report Card

These indicators (M, P, L, NA for K-3 & OT, AC, NA for 4-6) are used to report progress toward meeting year end grade level standards. NA should be utilized infrequently.

These indicators (O, S, N) are used to report effort in some academic content areas and in responsibilities for learning and behavior.

## Irvine Unified School District REPORT TO PARENTS – FIFTH GRADE

School:  
Principal:  
09/05/2014 - 12/07/2014

**Achievement**  
A - Excellent  
B - Good  
C - Satisfactory  
D - Needs Improvement  
F - Unacceptable

**Progress toward standards**  
OT= On track to meet year-end grade level standards  
AC= Area of concern toward meeting year-end grade level standards  
NA= Not formally assessed this trimester

**Effort**  
O - Outstanding  
S - Satisfactory  
N - Needs Improvement

Reporting Period	1	2	3
<b>LANGUAGE ARTS</b>			
<b>Reading Literature and Informational Text</b>			
Achievement			
Effort			
Uses evidence from the text to draw inferences and analyze meaning (main idea, key details, theme, characterization, multiple perspectives, etc.)			
Compares and contrasts elements within and between texts			
Determines the main idea and supporting details from figurative language			
Using with fluency			
Produces coherent writing appropriate to the task, audience, and purpose (including narrative, informative, and opinion)			
Strengthens writing by planning, revising, editing, and rewriting			
Conducts grade level specific research and writing projects, citing sources			
<b>Language</b>			
Uses conventions of English grammar, usage, and spelling consistently			
Understands and uses grade level vocabulary, including figurative language			
<b>Speaking and Listening</b>			
Achievement			
Effort			
Speaks clearly with appropriate pace, volume, and expression			
Engages effectively in group and class discussions			

Student achievement is reported by grade level strands in the California Common Core Standards

Reporting Period	1	2	3
<b>MATH</b>			
<b>Achievement</b>			
<b>Effort</b>			
<b>Operations and Algebraic Thinking</b>			
Writes and interprets numerical expressions			
Analyzes patterns and relationships			
<b>Number and Operations in Real Numbers</b>			
Understands the place value system			
Performs operations with multi-digit whole numbers and with decimals to hundredths			
<b>Number and Operations - Fractions</b>			
Adds and subtracts fractions			
Multiplies and divides fractions			
<b>Measurement and Data</b>			
Converts like units within a given measurement system			
Represent and interprets data			
Understand concept of volume			
<b>Geometry</b>			
Graphs points on the coordinate plane			
Classifies two-dimensional figures based on properties			

Student progress toward meeting year end grade level standards will be reported at the end of each of the three trimesters.

Teachers report student progress toward meeting year end grade level standards by descriptors within each strand.

# Reading the Report Card

Student: \_\_\_\_\_ : \_\_\_\_\_ Grade: 5

This section provides a record of number of days enrolled, absent and tardy at each marking period.

SCIENCE		ATTENDANCE		
Achievement		1	2	3
Effort				
Science Lab Achievement				
SOCIAL SCIENCE		TEACHER COMMENTS		
Achievement				
Effort				
Knows and understands content				
Demonstrates understanding of social science concepts				
MUSIC				
Achievement				
Effort				
Music Literacy				
Performance Skills				
ADDITIONAL CURRICULUM		1st Trimester:		
Art	EFFORT			
Health	EFFORT			
Technology	EFFORT			
Physical Education	EFFORT			
RESPONSIBILITIES FOR LEARNING & BEHAVIOR		2nd Trimester:		
Listens attentively	EFFORT			
Follows directions	EFFORT			
Works independently	EFFORT			
Begin to take responsibility	EFFORT			
Takes responsibility	EFFORT			
Demonstrates responsibility	EFFORT			
Follows directions	EFFORT			
Follows directions	EFFORT			
Waits for his/her turn	EFFORT			
Gets along with others	EFFORT			
Completes and returns homework on time	EFFORT	3rd Trimester:		
Demonstrates a positive attitude toward learning	EFFORT			
Cooperates and contributes to group work	EFFORT			
		Teacher Signature _____		

This section will contain more specific information regarding individual student progress toward meeting year end grade level standards.