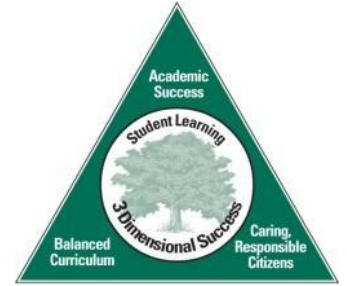


Saratoga Union School District



Elementary Standards-based Student Progress Updates

Overview

Presentation to the SUSD Board of Trustees
October 12, 2017

Presentation Objectives

- What is Standards-based Teaching and Learning?
- Timeline of Report Card/ Student Progress Update Revisions in SUSD
- What are Essential Standards?
- Scoring Marks
- Student Progress Update Features
- Overview of Grade-level Curriculum Guides & Newly Revised Progress Updates
- Board Discussion

What is Standards-based Teaching and Learning?

Standards-based teaching and learning is a student-centered approach to curriculum design, assessment, and instruction guided by a series of learning standards.

- These standards are derived from a variety of widely accepted and state-mandated sources including Common Core State Standards, Next Generation Science Standards, and California Content Standards.
- Teachers use these standards to determine what students should know or be able to do at each grade-level.
- Teachers assess what students know and then differentiate instruction so that students can master or exceed the grade-level standards.

2013-15 Report Card Task Force

Laurie Brandt
Michele Calhoun
Michele Clement
Harry Dill
Lisa Green
Mardi Kambish

Tisha Pastega
Megan Queen
Stacy Short
Nicole Wang
Matt Weber
Roberta Zarea

Summary of 2013-14 Work:

- Piloted TK and 1st Grade CCSS-aligned Report Cards
- Researched report cards in other districts
- Consulted with other districts and SCCOE
- Identified elements of effective report cards
- Grade-level teams collaborated to develop drafts of Common Core aligned report cards

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Summary of 2014-15 Work:

- Changed designation from Report Cards to Student Progress Updates
- Issued new Progress Updates for all students in grades TK – 5th in all three trimesters
- Provided teacher training in creating/using standards-based assessments
- Communicated to parents regarding purpose and format of new Student Progress Updates
- Collected teacher, student, and parent feedback
- Revised Student Progress Updates based on feedback

2016-17 Curriculum Guides

Third Grade Curriculum Guide

This guide summarizes grade-level course content and indicates focus areas. It lists all grade-level content area standards, with **essential standards identified in green**. The short, bolded summaries of the essential standards in the right-hand column match the language on SUSD Progress Updates.

English Language Arts

Reading - Literature

3.RI.01	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Ask and answer questions to demonstrate understanding of a text.
3.RI.02	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Describe characters in a story
3.RI.03	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	
3.RI.04	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Understand terms such as chapter, scene, and stanza
3.RI.05	Distinguish their own point of view from that of the narrator or those of the characters.	
3.RI.06	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	
3.RI.07	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	
3.RI.09	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 3-5 text complexity band independently and proficiently.	Read and comprehend literature, including stories, dramas, and poetry

Reading - Informational Text

3.RI.01	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and answer questions to demonstrate understanding of a text.
3.RI.02	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Determine the main idea of a text and supporting details
3.RI.03	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	
3.RI.04	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	
3.RI.05	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
3.RI.06	Distinguish their own point of view from that of the author of a text.	
3.RI.07	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Use illustrations and the text to understand where, when, why, and how
3.RI.08	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Describe the connection between sentences and paragraphs (e.g., comparison, cause/effect, sequence)

Summary of 2016-17 Work:

- Researched frameworks for summarizing SUSD curriculum in all subject areas
- Chose format based on documents created by the LASD
- Grade-level teams reviewed CCSS in Math and ELA/Literacy and chose **Essential Standards**
- Created Curriculum Guides for each grade-level K-5th

What are Essential Standards?

Standards are not equally significant. Some standards have relevance across multiple courses and disciplines, while others help deepen understanding and skills within a certain course or discipline.

SUSD teachers and administrators worked together in Spring and Fall 2017 to identify the most **Essential Standards** for every grade-level in Math and ELA, using the following criteria:

- Endurance
- Leverage
- Readiness

These standards were listed in Curriculum Guides for each grade-level.

Essential Standards Criteria

- **Endurance:** standards that provide students with knowledge and skills beyond a single test date
- **Leverage:** standards that provide knowledge and skills that will be valuable in multiple disciplines or content areas
- **Readiness:** standards that provide knowledge and skills for success in the next grade or level of instruction

2017-18 Student Progress Update (Report Card) Working Group

Name	Role	Site
Michele Calhoun	Kindergarten Teacher	Argonaut
Tisha Pastega	2nd Grade Teacher	Foothill
Todd Larraux	4th Grade Teacher	Saratoga
Megan Lawson	5th Grade Teacher	Saratoga
Karen Burse	Special Education	Foothill
Karen van Putten	Principal	Argonaut
Marion Dickel	ELA/ELD TOSA	District
Harry Dill	Technology TOSA	District
Laurie Marshall	Instructional Support TOSA	District
Julie Orlando	Instructional Support TOSA	District
Rebecca Poon	Math TOSA	District
Blanca Herrera	Director of Technology	District
Roberta Zarea	Assistant Superintendent	District

2017-18 Revised Student Progress Updates


2017-18 Work (now in progress):

- Refine and implement revised Progress Updates to reflect Essential Standard choices
- Update Scoring Marks
- Work with School City to complete revisions on digital platform

Spring 2018 (planned):

- Continue grade-level consideration of Essential Standards in Science and Social Studies
- Review Behavior Standards
- Review standards in other areas

Student Progress Updates Scoring Marks

Academic Standards		
3 Consistently Meets or Exceeds Standard	2 Approaching and Working Toward Grade Level Standard Tri 1 and 2: Demonstrates expected level of understanding at this time Tri 3: Inconsistent in application of skills; may need assistance, area of concern	1 Below Grade Level Standard Needs continued support and assistance Area of concern
✓ = mastery — = needs improvement	* = accommodation or modification provided	 = not yet taught or fully assessed

Additional Subject Areas and Behavior		
C: Consistent Meets or exceeds grade level expectations independently most of the time	S: Sometimes Approaching grade level expectations; sometimes independent, sometimes needs reminders	N: Needs Improvement Needs to improve to meet expectations; requires frequent reminders



Student: [REDACTED]

Teacher: [REDACTED]

DOB: [REDACTED] Stu ID#: [REDACTED]

School: Argonaut Elementary

Additional Support and Services

ELD	SDC	504	RSP	Speech/Language	Other
✓		✓		✓	

Academic Standards

3 Consistently Meets or Exceeds Standard	2 Approaching Grade Level Standard	1 Below Grade Level Standard
	Tri 1 and 2: Demonstrates expected level of understanding at this time Tri 3: Inconsistent in application of skills; may need assistance, area of concern	Needs continued support and assistance Area of concern
✓ = mastery - = needs improvement	* = accommodation or modification provided	☐ = not yet taught or fully assessed

Fifth Grade English Language Arts	Tri 1	Tri 2	Tri 3
Reading - Literature	1		
Quote accurately from a text when explaining what the text says. (5.RL.01)	✓		
Determine a theme of a story, drama, or poem from details; summarize. (5.RL.02)	-		
Compare two or more characters, settings, or events in a story or drama. (5.RL.03)			
Read and comprehend literature, including stories, dramas, and poetry. (5.RL.10)	✓		
Explain text structure of stories, dramas, and poems. (5.RL.05)	✓		
Read and comprehend literature, including stories, dramas, and poetry. (5.RL.10)	-		
Reading - Informational Text	2		
Quote accurately from a text when explaining what the text says. (5.RI.01)	-		
Determine main ideas of text and how they are supported by details; summarize. (5.RI.02)	-		
Understand general academic and domain-specific words and phrases. (5.RI.04)			
Explain how an author uses evidence to support particular points. (5.RI.08)	-		
Use information from texts on a topic to write or speak about the topic. (5.RI.09)			
Read and comprehend history/social studies, science, and technical texts. (5.RI.10)	✓		
Writing			

Features of SUSD's Elementary Student Progress Updates

- Aligned to ELA and Math Common Core State Standards and SUSD's Essential Standards
- Aligned to Next Generation Science Standards
- Include Social Studies, Technology, Music, Visual Arts, PE
- Include Learning Behaviors
- Include Teachers Comments
- Student-friendly language
- Completed online and archived in SchoolCity
- Printed for parents

Future Plans

- Review Social Studies Essential Standards included on Progress Updates. Revise as necessary. Align Social Studies assessments with new Progress Update Essential Standards.
- Review other Essential Standards to be included on Progress Updates (Physical Education, Music, Visual Arts, Learning Behaviors). Revise as necessary. Determine assessment methods.
- Revise draft SUSD Curriculum Maps with science, social studies and other Essential Standards.
- Add all Essential Standards to Progress Updates for fall 2018.

SUSD's Curriculum Guides & Student Progress Updates

Curriculum Guides (September 2017 drafts):

TK Curriculum Guide

[Kindergarten Curriculum Guide](#)

[First Grade Curriculum Guide](#)

[Second Grade Curriculum Guide](#)

[Third Grade Curriculum Guide](#)

[Fourth Grade Curriculum Guide](#)

[Fifth Grade Curriculum Guide](#)

Student Progress Updates

TK Progress Update

[Kindergarten Progress Update](#)

[First Grade Progress Update](#)

[Second Grade Progress Update](#)

[Third Grade Progress Update](#)

[Fourth Grade Progress Update](#)

[Fifth Grade Progress Update](#)

Board Discussion