



## Report Cards – Elementary

June 2015

Based on the Common Core State Standards, research in area school districts, and elementary teacher survey results (below), the report card committee is recommending the following changes to report cards:

- Move from a trimester to a semester reporting period
- Move from an achievement-based to a standards based report card
- Move from an overall grade in a subject area to a grade in each standard
- Move from multiple effort grades in content areas, "Work and Study Habits" and "Personal/Social Growth" to a condensed "Student Expectations" area
- Move from multiple grading scales to one 3-point grading scale

Site			Grand View	Meadows	Pacific	Pennekamp	Robinson
# of teachers			22	20	25	22	15
Grade Level	K	1st	2nd	3rd	4th	5th	Specialists
# of teachers	17	18	18	18	12	16	5

Results	Agree with	Live with	Agree & Live	Disagree with
Moving from trimester to semesters is something I can...	86%	10%	96%	4%
Moving from achievement-based to standards-based report card is something I can...	72%	23%	95%	5%
Moving to from multiple grading scales with +/- to one consistent scale with no +/- for K-5 is something I can...	71%	27%	98%	2%
Moving from an overall grade in a subject area with an "X" denoting "Area of Focus" to a grade in each standard is something I can...	74%	21%	95%	5%
Moving from effort grades in every subject to including effort grades under "Student Expectations" section is something I can...	87%	6%	93%	7%
Moving from two sections (Work and Study Habits and Personal/Social Growth) with 17 effort grades to one collapsed section with 5 effort grades is something I can...	89%	8%	97%	3%

			4 point	3 point
With a potential move to one grading scale, which scale would you prefer?			30%	70%
			Yes	No
Rearticulating a district-wide homework policy is something that is necessary.			92%	8%
			Remain as is	Less
			More	Less in upper more in K-1
Past practice, which follows the National PTA recommendation of 10 minutes per grade should...			77%	13%
			4%	6%



# Manhattan Beach Unified School District

## Report to Parents - Fifth Grade

2014-2015

Grand View Elementary School

Teacher: Duncan, Kiley

Principal: Rhonda Steinberg

Student #: 0000000000

### EXPLANATION OF MARKS

- 3 - Meets and sometimes exceeds grade level standards / expectations
- 2 - Progressing towards grade level standards / expectations
- 1 - Below grade level standards / expectations

NOTE: Students are evaluated based on their achievement of the California Standards. Until each standard is completely mastered, "Meets and sometimes exceeds grade level standards/expectations (3)" will not be marked.

READING: LITERATURE TEXTS	S1	S2
Key Ideas and Details		
Craft and Structure		
Integration of Knowledge and Ideas		
Range of Reading Level/Text Complexity		
READING: INFORMATIONAL TEXT	S1	S2
Key Ideas and Details		
Craft and Structure		
Integration of Knowledge and Ideas		
Range of Reading Level/Text Complexity		
READING: FOUNDATIONAL SKILLS	S1	S2
Phonics and Word Recognition		
Fluency		
WRITING	S1	S2
Text Types and Purposes		
Production and Distribution of Writing		
Research to Build and Present Knowledge		
Range of Writing		
LANGUAGE	S1	S2
Conventions of Standard English		
Knowledge of Language		
Vocabulary Acquisition and Use		
VISUAL AND PERFORMING ARTS	S1	S2
Effort		

MATHEMATICS	S1	S2	
Operations and Algebraic Thinking			
Number and Operations in Base Ten			
Number and Operations - Fractions			
Measurement and Data			
Geometry			
SPEAKING AND LISTENING	S1	S2	
Comprehension and Collaboration			
Presentation of Knowledge and Ideas			
HISTORY AND SOCIAL SCIENCE	S1	S2	
Demonstrates understanding of concepts/content			
SCIENCE	S1	S2	
Demonstrates understanding of concepts/content			
STUDENT EXPECTATIONS	S1	S2	
Follows directions, school rules, and expectations			
Demonstrates effort in academic work			
Demonstrates self control and personal accountability			
Interacts appropriately with peers and adults			
Manages time and materials effectively			
PHYSICAL EDUCATION	S1	S2	
Effort			
ATTENDANCE	S1	S2	YTD
Days Enrolled			
Days Absent	9	9	9
Days Tardy	0	0	0

### Teacher Comments - Semester 1

### Teacher Comments - Semester 2



# Manhattan Beach Unified School District

## Report to Parents - Fourth Grade

2014-2015

Grand View Elementary School

Teacher: Slater, Marianne

Principal: Rhonda Steinberg

Student #: [REDACTED]

### EXPLANATION OF MARKS

- 3 - Meets and sometimes exceeds grade level standards / expectations
- 2 - Progressing towards grade level standards / expectations
- 1 - Below grade level standards / expectations

NOTE: Students are evaluated based on their achievement of the California Standards. Until each standard is completely mastered, "Meets and sometimes exceeds grade level standards/expectations (3)" will not be marked.

READING: LITERATURE TEXTS	S1	S2
Key Ideas and Details		
Craft and Structure		
Integration of Knowledge and Ideas		
Range of Reading Level/Text Complexity		
READING: INFORMATIONAL TEXT	S1	S2
Key Ideas and Details		
Craft and Structure		
Integration of Knowledge and Ideas		
Range of Reading Level/Text Complexity		
READING: FOUNDATIONAL SKILLS	S1	S2
Phonics and Word Recognition		
Fluency		
WRITING	S1	S2
Text Types and Purposes		
Production and Distribution of Writing		
Research to Build and Present Knowledge		
Range of Writing		
LANGUAGE	S1	S2
Conventions of Standard English		
Knowledge of Language		
Vocabulary Acquisition and Use		
VISUAL AND PERFORMING ARTS	S1	S2
Effort		

MATHEMATICS	S1	S2	
Operations and Algebraic Thinking			
Number and Operations in Base Ten			
Number and Operations - Fractions			
Measurement and Data			
Geometry			
SPEAKING AND LISTENING	S1	S2	
Comprehension and Collaboration			
Presentation of Knowledge and Ideas			
HISTORY AND SOCIAL SCIENCE	S1	S2	
Demonstrates understanding of concepts/content			
SCIENCE	S1	S2	
Demonstrates understanding of concepts/content			
STUDENT EXPECTATIONS	S1	S2	
Follows directions, school rules, and expectations			
Demonstrates effort in academic work			
Demonstrates self control and personal accountability			
Interacts appropriately with peers and adults			
Manages time and materials effectively			
PHYSICAL EDUCATION	S1	S2	
Effort			
ATTENDANCE	S1	S2	YTD
Days Enrolled			
Days Absent			
Days Tardy	0	0	0

### Teacher Comments - Semester 1

### Teacher Comments - Semester 2



# Manhattan Beach Unified School District

## Report to Parents - Third Grade

2014-2015

Grand View Elementary School

Teacher: Miles, Laura

Principal: Rhonda Steinberg

Student #: [REDACTED]

### EXPLANATION OF MARKS

- 3 - Meets and sometimes exceeds grade level standards / expectations
- 2 - Progressing towards grade level standards / expectations
- 1 - Below grade level standards / expectations

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Key Ideas and Details		
Craft and Structure		
Integration of Knowledge and Ideas		
Range of Reading Level/Text Complexity		
READING: INFORMATIONAL TEXT	S1	S2
Key Ideas and Details		
Craft and Structure		
Integration of Knowledge and Ideas		
Range of Reading Level/Text Complexity		
READING: FOUNDATIONAL SKILLS	S1	S2
Phonics and Word Recognition		
Fluency		
WRITING	S1	S2
Text Types and Purposes		
Production and Distribution of Writing		
Research to Build and Present Knowledge		
Range of Writing		
LANGUAGE	S1	S2
Conventions of Standard English		
Knowledge of Language		
Vocabulary Acquisition and Use		
VISUAL AND PERFORMING ARTS	S1	S2
Effort		

MATHEMATICS		S1	S2	
Operations and Algebraic Thinking				
Number and Operations in Base Ten				
Number and Operations - Fractions				
Measurement and Data				
Geometry				
SPEAKING AND LISTENING		S1	S2	
Comprehension and Collaboration				
Presentation of Knowledge and Ideas				
HISTORY AND SOCIAL SCIENCE		S1	S2	
Demonstrates understanding of concepts/content				
SCIENCE		S1	S2	
Demonstrates understanding of concepts/content				
STUDENT EXPECTATIONS		S1	S2	
Follows directions, school rules, and expectations				
Demonstrates effort in academic work				
Demonstrates self control and personal accountability				
Interacts appropriately with peers and adults				
Manages time and materials effectively				
PHYSICAL EDUCATION		S1	S2	
Effort				
ATTENDANCE		S1	S2	YTD
Days Enrolled				
Days Absent		12	12	12
Days Tardy		0	0	0

### Teacher Comments - Semester 1

### Teacher Comments - Semester 2





# Manhattan Beach Unified School District

## Report to Parents - Second Grade

2014-2015

Grand View Elementary School

Teacher: Desmond, Laura R

Principal: Rhonda Steinberg

Student #: [REDACTED]

### EXPLANATION OF MARKS

- 3 - Meets and sometimes exceeds grade level standards / expectations
- 2 - Progressing towards grade level standards / expectations
- 1 - Below grade level standards / expectations

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Key Ideas and Details		
Craft and Structure		
Integration of Knowledge and Ideas		
Range of Reading Level/Text Complexity		
READING: INFORMATIONAL TEXT	S1	S2
Key Ideas and Details		
Craft and Structure		
Integration of Knowledge and Ideas		
Range of Reading Level/Text Complexity		
READING: FOUNDATIONAL SKILLS	S1	S2
Phonics and Word Recognition		
Fluency		
WRITING	S1	S2
Text Types and Purposes		
Production and Distribution of Writing		
Research to Build and Present Knowledge		
Range of Writing		
LANGUAGE	S1	S2
Conventions of Standard English		
Knowledge of Language		
Vocabulary Acquisition and Use		
VISUAL AND PERFORMING ARTS	S1	S2
Effort		

MATHEMATICS		S1	S2	
Operations and Algebraic Thinking				
Number and Operations in Base Ten				
Measurement and Data				
Geometry				
SPEAKING AND LISTENING		S1	S2	
Comprehension and Collaboration				
Presentation of Knowledge and Ideas				
HISTORY AND SOCIAL SCIENCE		S1	S2	
Demonstrates understanding of concepts/content				
SCIENCE		S1	S2	
Demonstrates understanding of concepts/content				
STUDENT EXPECTATIONS		S1	S2	
Follows directions, school rules, and expectations				
Demonstrates effort in academic work				
Demonstrates self control and personal accountability				
Interacts appropriately with peers and adults				
Manages time and materials effectively				
PHYSICAL EDUCATION		S1	S2	
Effort				
ATTENDANCE		S1	S2	YTD
Days Enrolled				
Days Absent		6	6	6
Days Tardy		0	0	0

### Teacher Comments - Semester 1

### Teacher Comments - Semester 2



# Manhattan Beach Unified School District

## Report to Parents - First Grade

2014-2015

Grand View Elementary School

Teacher: Putich, Jennifer

Principal: Rhonda Steinberg

Student #: [REDACTED]

### EXPLANATION OF MARKS

- 3 - Meets and sometimes exceeds grade level standards / expectations
- 2 - Progressing towards grade level standards / expectations
- 1 - Below grade level standards / expectations

NOTE: Students are evaluated based on their achievement of the California Standards. Until each standard is completely mastered, "Meets and sometimes exceeds grade level standards/expectations (3)" will not be marked.

READING: LITERATURE TEXTS	S1	S2
Key Ideas and Details		
Craft and Structure		
Integration of Knowledge and Ideas		
Range of Reading Level/Text Complexity		
READING: INFORMATIONAL TEXT	S1	S2
Key Ideas and Details		
Craft and Structure		
Integration of Knowledge and Ideas		
Range of Reading Level/Text Complexity		
READING: FOUNDATIONAL SKILLS	S1	S2
Phonics and Word Recognition		
Fluency		
Print Concepts		
Phonological Awareness		
WRITING	S1	S2
Text Types and Purposes		
Production and Distribution of Writing		
Research to Build and Present Knowledge		
Range of Writing		
LANGUAGE	S1	S2
Conventions of Standard English		
Knowledge of Language		
Vocabulary Acquisition and Use		
VISUAL AND PERFORMING ARTS	S1	S2
Effort		

MATHEMATICS	S1	S2	
Operations and Algebraic Thinking			
Number and Operations in Base Ten			
Measurement and Data			
Geometry			
SPEAKING AND LISTENING	S1	S2	
Comprehension and Collaboration			
Presentation of Knowledge and Ideas			
HISTORY AND SOCIAL SCIENCE	S1	S2	
Demonstrates understanding of concepts/content			
SCIENCE	S1	S2	
Demonstrates understanding of concepts/content			
STUDENT EXPECTATIONS	S1	S2	
Follows directions, school rules, and expectations			
Demonstrates effort in academic work			
Demonstrates self control and personal accountability			
Interacts appropriately with peers and adults			
Manages time and materials effectively			
PHYSICAL EDUCATION	S1	S2	
Effort			
ATTENDANCE	S1	S2	YTD
Days Enrolled			
Days Absent	26	26	26
Days Tardy	0	0	0

### Teacher Comments - Semester 1

### Teacher Comments - Semester 2



# Manhattan Beach Unified School District

## Report to Parents - Kindergarten

2014-2015

Grand View Elementary School

Teacher: Mangan, Michelle

Principal: Rhonda Steinberg

Student #: [REDACTED]

### EXPLANATION OF MARKS

- 3 - Meets and sometimes exceeds grade level standards / expectations
- 2 - Progressing towards grade level standards / expectations
- 1 - Below grade level standards / expectations

NOTE: Students are evaluated based on their achievement of the California Standards. Until each standard is completely mastered, "Meets and sometimes exceeds grade level standards/expectations (3)" will not be marked.

READING: LITERATURE TEXTS	S1	S2
Key Ideas and Details		
Craft and Structure		
Integration of Knowledge and Ideas		
Range of Reading Level/Text Complexity		
READING: INFORMATIONAL TEXT	S1	S2
Key Ideas and Details		
Craft and Structure		
Integration of Knowledge and Ideas		
Range of Reading Level/Text Complexity		
READING: FOUNDATIONAL SKILLS	S1	S2
Phonics and Word Recognition		
Fluency		
Print Concepts		
Phonological Awareness		
WRITING	S1	S2
Text Types and Purposes		
Production and Distribution of Writing		
Research to Build and Present Knowledge		
Range of Writing		
LANGUAGE	S1	S2
Conventions of Standard English		
Knowledge of Language		
Vocabulary Acquisition and Use		
VISUAL AND PERFORMING ARTS	S1	S2
Effort		

MATHEMATICS	S1	S2	
Counting and Cardinality			
Operations and Algebraic Thinking			
Number and Operations in Base Ten			
Measurement and Data			
Geometry			
SPEAKING AND LISTENING	S1	S2	
Comprehension and Collaboration			
Presentation of Knowledge and Ideas			
HISTORY AND SOCIAL SCIENCE	S1	S2	
Demonstrates understanding of concepts/content			
SCIENCE	S1	S2	
Demonstrates understanding of concepts/content			
STUDENT EXPECTATIONS	S1	S2	
Follows directions, school rules, and expectations			
Demonstrates effort in academic work			
Demonstrates self control and personal accountability			
Interacts appropriately with peers and adults			
Manages time and materials effectively			
PHYSICAL EDUCATION	S1	S2	
Effort			
ATTENDANCE	S1	S2	YTD
Days Enrolled			
Days Absent	5	5	5
Days Tardy	0	0	0

### Teacher Comments - Semester 1

### Teacher Comments - Semester 2



## Homework – Elementary

June 2015

The appropriate amount of homework and its general impact on learning and achievement have long been debated. Some researchers state that at the elementary school level, homework should be assigned to establish good learning habits and keep families informed about their child's learning (Cooper, 1989; Cooper, Lindsay, Nye, & Greathouse, 1998; Gorges & Elliot, 1999). Others argue (Kohn, A., 2012) that homework shows only an association, not causal relationship, with academic achievement. Still, there are some who see that homework *can* be useful and worthwhile, but that it *has not been* useful in many cases (Vatterott, C., 2009).

In consideration of the whole child along with the Common Core State Standards, research, and district survey results from elementary teachers, the report card committee recommends the following for the MBUSD Elementary Homework Policy:

### Daily Homework - Monday through Thursday

Grades K -2	20 minutes (15 minutes daily reading; 5 minutes at teacher discretion) <ul style="list-style-type: none"><li>• Example: Read 15 minutes daily; one night count a collection at home and record what you counted (accumulation of 20 minutes from the wk)</li></ul>
Grade 3	30 minutes
Grade 4	40 minutes
Grade 5	50 minutes
Grades 3-5	Homework should include <i>20 minutes of daily reading</i> which is included in the total time, not in addition

The emphasis of homework is on reading (see other side)

- Research indicates that volume of reading is linked to attaining higher-order literacy proficiencies (Allington, 2012; Brozo et al, Cipielewski & Stanovich, 1992).
- Cullinan (2000) reviewed the research on the effects of independent reading ...The review concludes that independent reading, defined as the reading students choose to do, supports learning and school achievement. Providing students with protected reading time is necessary in order to support their growth in reading.
- CCSS.ELA-LITERACY.CCRA.R.10 To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts.

In addition, further recommendations are as follows:

- Homework should be meaningful
- Homework should not count as part of academic grade
- Incomplete homework should not be punitive, rather teachers should communicate with student and parents
- Homework should be designed so that it can be completed independently
- Homework should be used as a means to develop work and study habits





# Why Your Child Can't Skip Their 20 Minutes of Reading Tonight

**James**

**Travis**

reads 20 minutes per night,  
5 times per week



reads only 4 minutes per night  
...or not at all

**In one week:**

**100**

minutes of reading



**20**

minutes of reading

**In one month:**

**400**

minutes of reading



**80**

minutes of reading

**In one school year (9 months):**

**3600**

minutes of reading



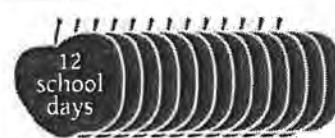
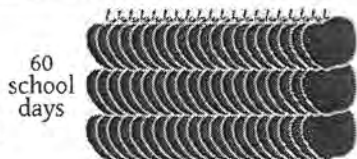
**720**

minutes of reading

**By the end of sixth grade:**

**21,600**

minutes of reading



**4320**

minutes of reading

Which student would you expect to read better?  
Which student would you expect to know more?  
Which student would you expect to write better?  
Which student would you expect to have a better vocabulary?  
Which student would you expect to be more successful in school and life?  
How do you think each student will feel about himself as a learner?



**GREER GENIUS**  
BRILLIANT GRAPHICS & WEB DESIGN