



**Pasadena Unified School District**  
 2017 - 2018 Report Card Mark Types  
*A Parent's Cheat Sheet to Reading the Report Card*

The purpose of report cards is to communicate about a child's progress across subject areas. Our report cards also include Study Skills and Student Behavior effort grades. Students will receive three reports cards each year. All three trimester grades are based on information learned each trimester. Any questions, please be sure to discuss with your child's teacher.

There will be three different mark types on the report cards for the 2017-18 school year.

The first mark type is the **traditional grading scale** of A,B,C,D, & F. These marks will only be used for the gray shaded areas on the report card. In the image to the right you can see the percentage breakdowns for this scale.

Valid Marks					
Mark	Title	Sort Order	Low Percentage	High Percentage	
A	Advanced	1	90.00%	100.00%	
B	Proficient	2	80.00%	89.99%	
C	Basic	3	65.00%	79.99%	
D	Below Basic	4	50.00%	64.99%	
F	Far Below Basic	5	0.00%	49.99%	

Valid Marks					
Mark	Title	Sort Order	Low Percentage	High Percentage	
ES	Exceeds Standard	8	85.00%	100.00%	
MS	Meets Standard	9	70.00%	84.99%	
PS	Progressing Towards Standard	10	50.00%	69.99%	
BS	Below Standard	11	0.00%	49.99%	
NA	Not Yet Assessed	12	0.00%	0.00%	

The second mark type is the **progress towards standard scale** that we used last year. In the image to the left you can see the percentage breakdowns for this scale.

The third and final mark type on the report card is the **effort grade scale** from last year. The third mark type on the report card is an effort grade scale indicated by Outstanding, Satisfactory, Needs Improvement, Unsatisfactory, or Met Expectation of this Skill (may be used for students with specialized educational goals).

Valid Marks					
Mark	Title	Sort Order	Low Percentage	High Percentage	
O	Outstanding	1	85.00%	100.00%	
S	Satisfactory	2	70.00%	84.99%	
N	Needs Improvement	3	50.00%	69.99%	
U	Unsatisfactory	4	0.00%	49.99%	
M	Met expectation of this skill	5	0.00%	0.00%	



**Pasadena Unified School District**  
 2017 - 2018 Tipo de Marcas de Calificaciones  
*Hoja de Trucos de los Padres Para Leer las Calificaciones*

El propósito de las calificaciones es comunicar sobre el progreso del estudiante en cada área de estudio. Nuestras calificaciones también incluyen marcas de esfuerzo y comportamientos estudiantiles. Los estudiantes recibirán tres tarjetas de informe cada año. Las calificaciones de los tres trimestres se basan en información aprendida cada trimestre. Cualquier pregunta, asegúrese de hablar con el maestro de su hija/o.

Habrán tres diferentes tipos de marcas en las calificaciones para el año escolar 2017-18.

El primer tipo de calificación es la **Calificación tradicional** de A, B, C, D y F. Estas marcas solo se usarán para las áreas sombreadas en gris en la calificación. En la imagen a la derecha, puede ver los diferentes porcentajes de esta escala.

Valid Marks					
Mark	Title	Sort Order	Low Percentage	High Percentage	
A	Advanced	1	90.00%	100.00%	
B	Proficient	2	80.00%	89.99%	
C	Basic	3	65.00%	79.99%	
D	Below Basic	4	50.00%	64.99%	
F	Far Below Basic	5	0.00%	49.99%	

Valid Marks					
Mark	Title	Sort Order	Low Percentage	High Percentage	
ES	Exceeds Standard	8	85.00%	100.00%	
MS	Meets Standard	9	70.00%	84.99%	
PS	Progressing Towards Standard	10	50.00%	69.99%	
BS	Below Standard	11	0.00%	49.99%	
NA	Not Yet Assessed	12	0.00%	0.00%	

El segundo tipo de marcas es el progreso hacia la escala **estándar** que utilizamos el año pasado. En la imagen a la izquierda, puede ver los diferentes porcentajes de esta escala.

El tercer y último tipo de calificación es la escala de **marcas de esfuerzo** del año pasado. Este tipo de calificación es una escala de marcas de esfuerzo indicada por Sobresaliente, Satisfactorio, Necesita mejorar, Insatisfactorio o Cumplir con la expectativa de esta Habilidad (se puede usar para estudiantes con objetivos educativos especializados).

Valid Marks					
Mark	Title	Sort Order	Low Percentage	High Percentage	
O	Outstanding	1	85.00%	100.00%	
S	Satisfactory	2	70.00%	84.99%	
N	Needs Improvement	3	50.00%	69.99%	
U	Unsatisfactory	4	0.00%	49.99%	
M	Met expectation of this skill	5	0.00%	0.00%	

## **Here are some of the report card heading descriptions for your understanding.**

### **Reading: Literature**

*This subset of standards focus on gaining adequate exposure to a range of narrative texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students will be able to ask and answer questions about key details in a text, explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types, compare and contrast stories in the same genre on their approaches to similar themes and topics, and read and comprehend grade level appropriate literature, including stories, dramas, and poetry.*

### **Reading: Informational Text**

*This subset of standards focus on gaining adequate exposure to a range of informational texts and tasks. Students will be able to ask and answer questions about key details in a text, distinguish between information provided by pictures or other illustrations and information provided by the words in a text, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures), and read and comprehend grade appropriate informational texts, including history/social studies, science, and technical texts, independently and proficiently.*

### **Reading: Foundational Skills**

*These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. Students will know and apply grade-level phonics and word analysis skills in decoding words, and read with sufficient accuracy, fluency, and understanding to support comprehension.*

### **Writing**

*The following standards offer a focus for writing instruction that teachers students a range of skills and applications. This is demonstrated with increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas by using a combination of drawing, dictating, and writing to compose narratives that develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.*

### **Standards for Mathematical Practices**

*The Standards for Mathematical Practice describe varieties of expertise of problem solving, reasoning and proof, communication, representation, connections, adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).*

### Engineering Design

*Students will be able to ask questions, make observations, and gather information about prior experiences and make progress to simple descriptive questions. Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables, that describe and predict phenomena, and design multiple solutions to design problems.*

### Speaking and Listening

*The following standards offer a focus for speaking and listening instruction that helps to ensure students gain adequate mastery of collaborative conversations with diverse partners about age appropriate topics and texts with peers and adults in small and larger groups, describe familiar people, places, things, and events and, with prompting and support, provide additional detail, report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace, include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes, and adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.*

### Language

*Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking, use conventions of standard English capitalization, punctuation, and spelling when writing, determine or clarify the meaning of unknown and multiple-meaning words and phrases, explore word relationships and nuances while choosing flexibly from a range of strategies in word meanings, use words and phrases acquired through conversations, reading and being read to, and responding to texts, and acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.*