

# MEtoBE

## Grade Level Readiness Report



Dear Parent/Guardian of John Sanchez,

Madera Unified School District (MUSD) strives to provide every student with a well-rounded education that equips them with the skills and knowledge needed to succeed in college and careers. We believe that grade level readiness is more than a single test score or data measure, therefore MUSD uses multiple measures to determine grade level readiness. With that in mind, please be advised that your child is in the district's grade level readiness definition of Ready for Grade Level.

MUSD is committed to ensuring your child will be well-positioned to continue his or her education after high school. A cornerstone of our educational philosophy is continuous improvement and we want to help your child increase his or her academic capacity. This also supports the district's goal that all students graduate with the greatest number of post-secondary choices from the widest array of options. We encourage you to review the information in this report with your child and talk with your school counselor, teachers and others about your child's goals.

Sincerely,  
Todd Lile  
Superintendent

Communicate  
Think  
Collaborate  
Produce  
Adapt  
Contribute

TABLE OF CONTENTS

01		04	
OVERVIEW	3	EXPECTATIONS	11
		ELA Sample Items	11
		Math Sample Items	12
02		05	
ACADEMICS	5	PARENT RESOURCES	13
State Assessment	5	P/T Conference Questions	13
Local Assessment	6	Parent Resource List	14
Grades	7		
Reading Assessment	8		
Language Assessment	9		
03			
ENGAGEMENT	10		
Attendance	10		
Discipline	10		

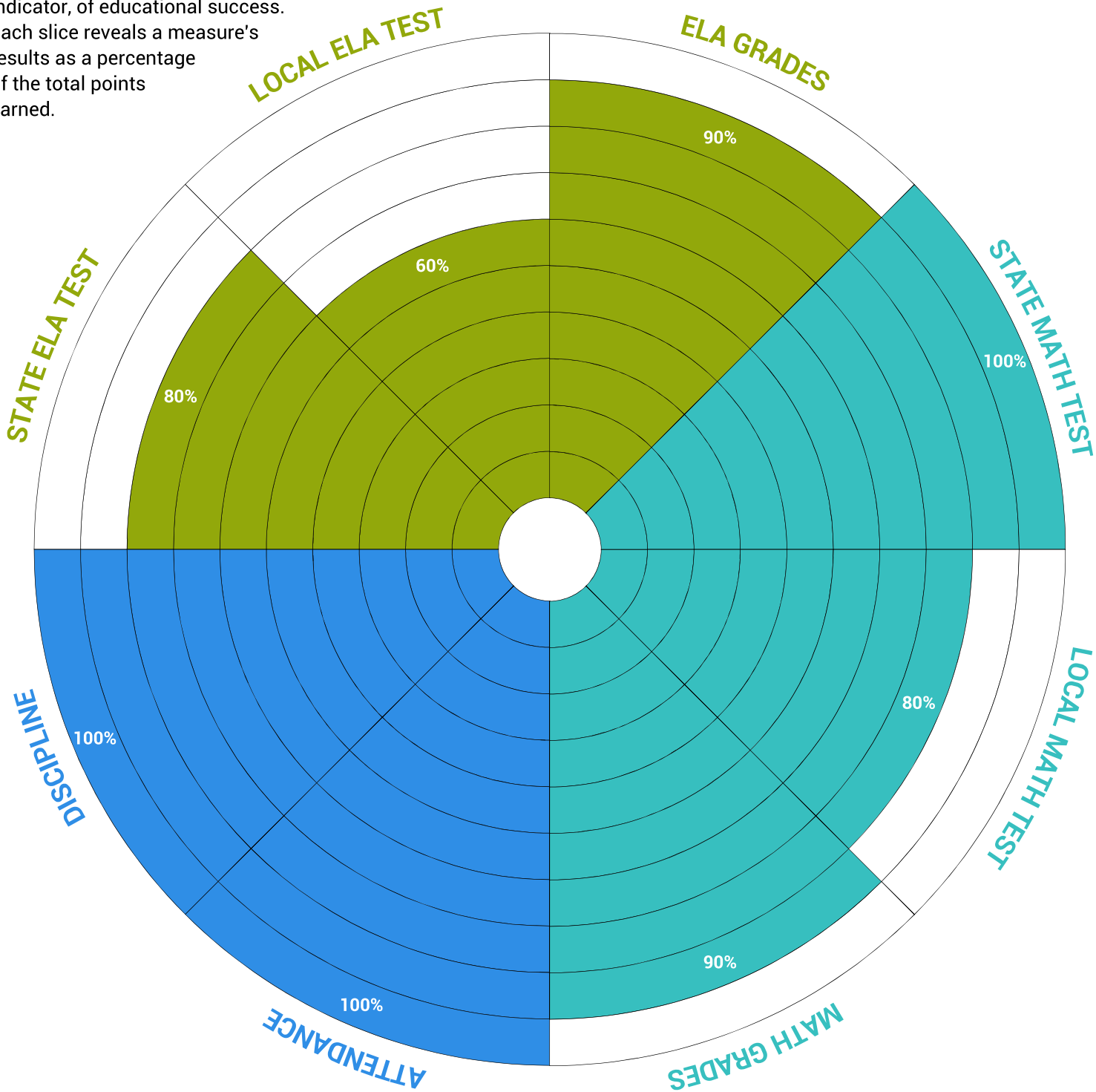
GROWTH MINDSET

OVERVIEW

Grade Level Readiness was developed at MUSD from a desire to create a continuous improvement system that articulates a clear set of expectations that exists at a local, state and federal level. Board Policy allows for the Board to establish appropriate processes and measures to monitor results and evaluate progress toward the district's vision and goals. One of the Board's goals is to create clarity and consistency. With Grade Level Readiness we are able to empower students, parents and educators with individualized information to ensure every child is making progress toward graduating with the greatest number of post-secondary choices from the widest array of options.

Multiple Measures Map

The chart below includes eight slices or pedals, each representing a different measure, or indicator, of educational success. Each slice reveals a measure's results as a percentage of the total points earned.



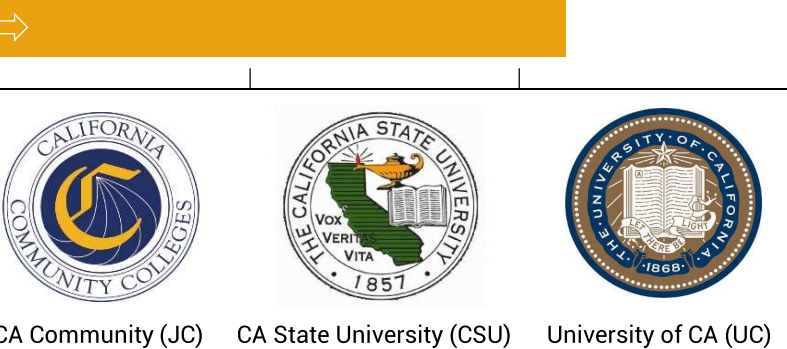
Overall Readiness Meter



Ready for Grade-Level Standards: Your child is currently meeting grade-level standards in many areas.

College Tracker

Your child's current academic standing puts him or her in a position to submit a competitive application to highly selective universities such as UC Merced, UCLA, and UC Berkeley, just to name a few. Hard work and dedication are necessary to achieve opportunities in the UC system.



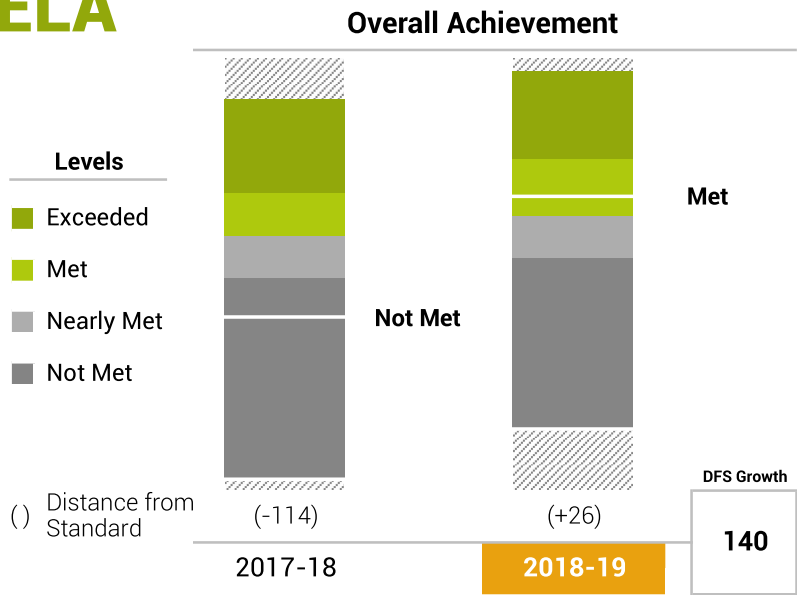
ACADEMICS

State Assessment

ABOUT THIS MEASURE

The state test called the Smarter Balanced Assessment (SBA) measures student achievement in two subject areas: English & Language Arts (ELA) and Mathematics. Students are tested every year in grades 3-8 and 11, and the test itself is computer-based and delivered online. For each subject area, a student will receive an overall score and a score for each claim area.

ELA

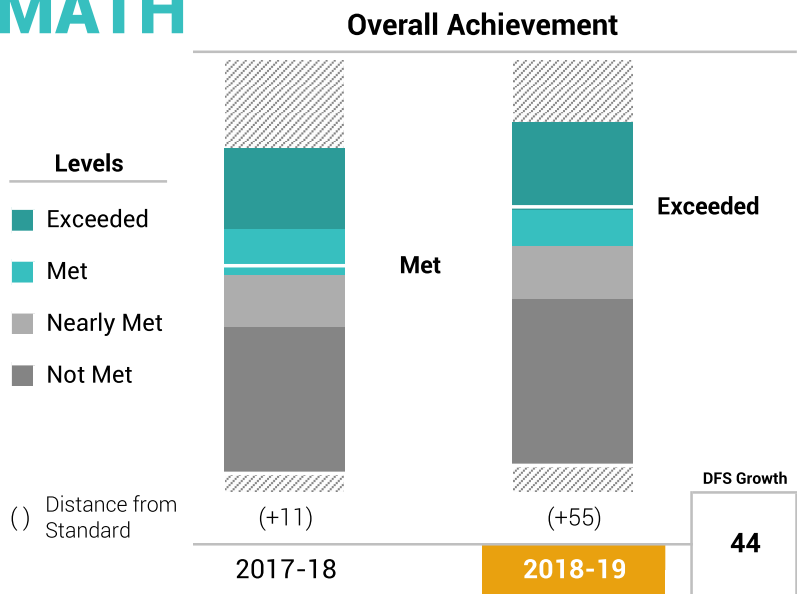


Your child is currently [Ready] grade-level standard in this area.



Claim Area	2017-18	2018-19
Reading	Below	Near
Writing	Near	Near
Listening	Below	Near
Research & Inquiry	Below	Near

MATH



Your child is currently [Exceeding] grade-level standard in this area.



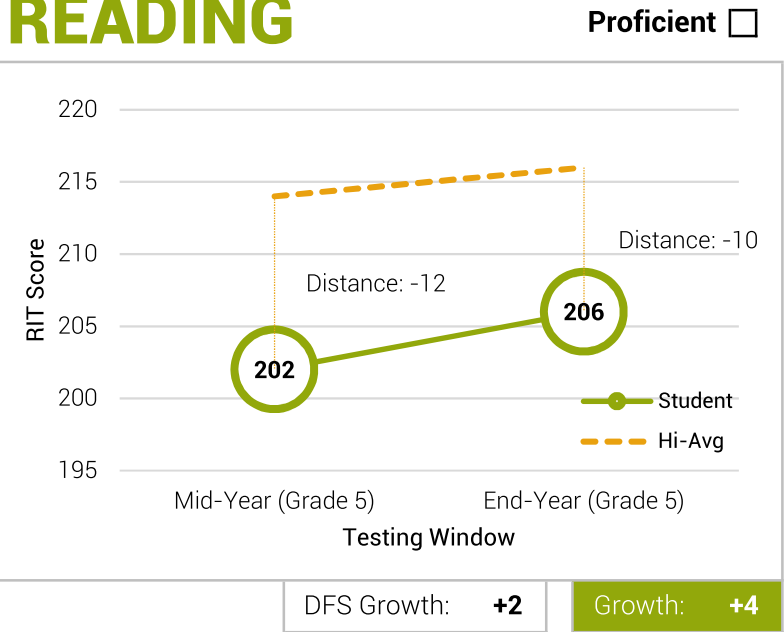
Claim Area	2017-18	2018-19
Concepts & Procedures	Near	Above
Problem Solving and Modeling & Data Analysis	Near	Near
Communicating Reasoning	Near	Above

Local Assessment

ABOUT THIS MEASURE

The local test called the NWEA MAP Growth measures student achievement in two subject areas: Reading and Mathematics. A RIT score reflects a student's content knowledge, skills and abilities. Your child's school uses this information to set goals and to track progress in meeting those goals. Please take a moment to review your child's results below.

READING



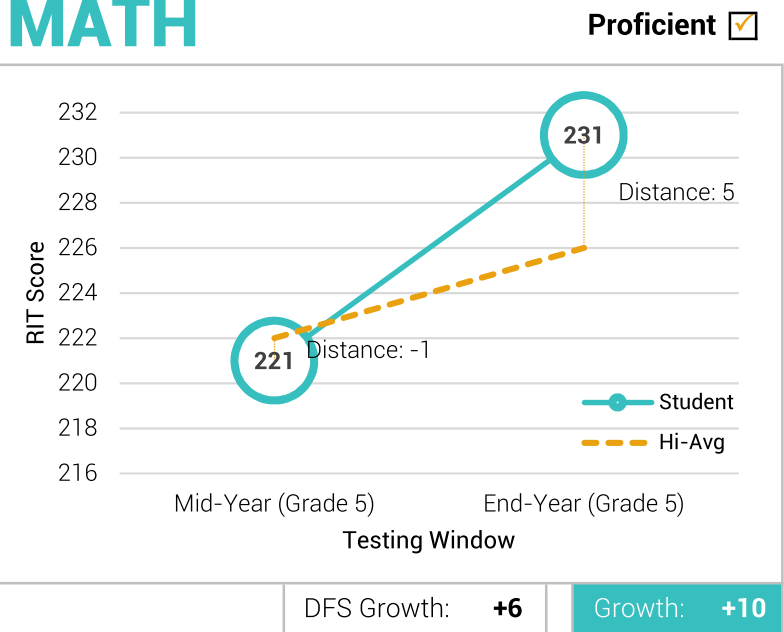
National High Averages

Grade	Begin-Year	Mid-Year	End-Year
2	179	188	193
3	193	200	203
4	203	208	210
5	210	214	216
6	215	218	220
7	219	221	222
8	222	223	224

Your child is currently [Close] grade-level standard in this area.



MATH



National High Averages

Grade	Begin-Year	Mid-Year	End-Year
2	181	190	196
3	194	202	207
4	206	213	218
5	216	222	226
6	222	227	230
7	227	231	234
8	231	234	236

Your child is currently [Ready] grade-level standard in this area.



ACADEMICS

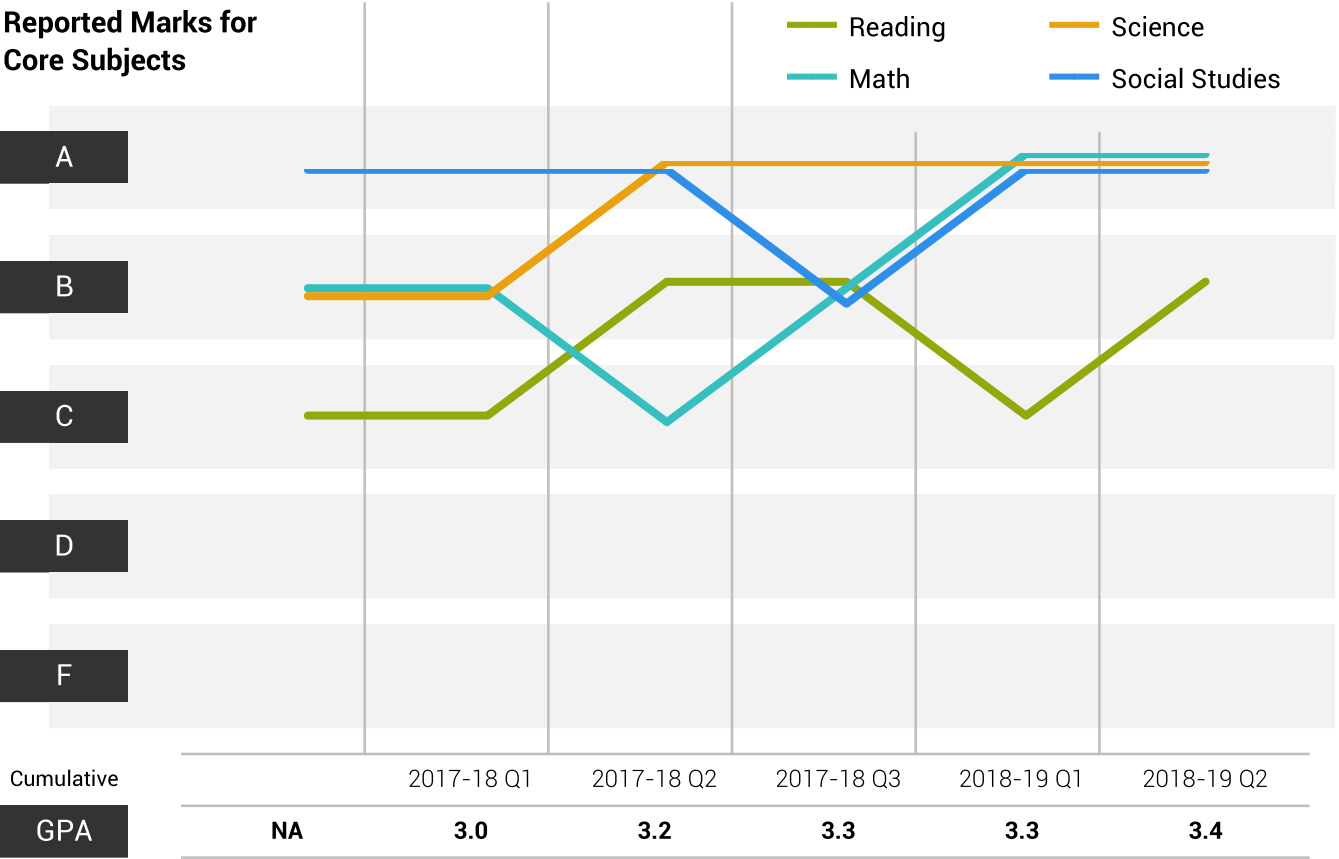
Grades

(As of Oct. 3, 2019)

ABOUT THIS MEASURE

Your child's grade report provides a powerful tool that may help you support your child at school and at home. Grades keep you informed about your child's progress. Below is a chart showing the grades your child received in reading, math, science, and social studies accompanied by a cumulative grade point average table.

Reported Marks for Core Subjects



Cumulative		2017-18 Q1	2017-18 Q2	2017-18 Q3	2018-19 Q1	2018-19 Q2
GPA	NA	3.0	3.2	3.3	3.3	3.4

\*the grade point averages above are multi-year cumulative calculations that include non-core subjects  
\*go to parent portal for up-to-date grades



**Reading:** An analysis of your child's cumulative Reading grade point average indicates that your child is currently [Exceeding] grade-level standard in this area.



**Math:** An analysis of your child's cumulative Math grade point average indicates that your child is currently [Exceeding] grade-level standard in this area.

Reading Assessment

ABOUT THIS MEASURE

The Scholastic Reading Inventory (SRI) is a nationally normed, formative assessment that provides a reading level in the form of a Lexile. Teachers use student Lexile information for planning whole group and small group instruction, as well as to plan the scaffolding needed to ensure all students have access to the appropriate grade-level text. Below are your child's reading assessment results.

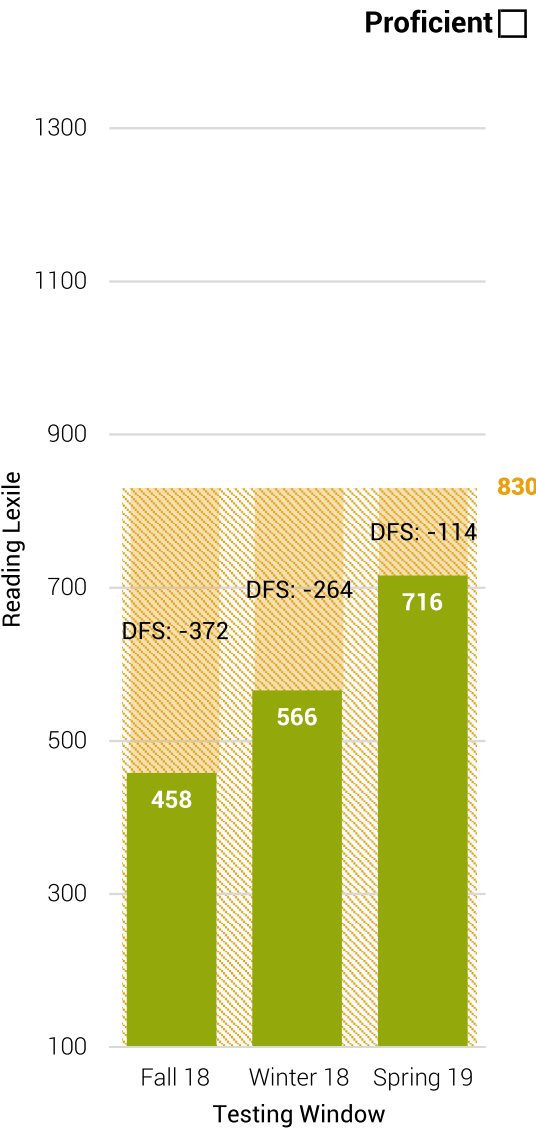
SCHOLASTIC READING INVENTORY

The current goal for your child is: **830**

Analysis

**Your child scored below proficient levels.**

Lexile levels are scientifically and mathematically assigned based on the difficulty and readability of a book. Once you know your child's Lexile level, you can search for books that match this level to expand your home library and encourage daily reading practice in your own home. Use the Lexile database to search by Lexile level, title, or subject to find books your child will enjoy and be able to read without becoming discouraged at his or her reading achievement.



Grade	College & Career Ready Ranges
1	190L-530L
2	420L-650L
3	520L-820L
4	740L-940L
5	830L-1010L
6	925L-1070L
7	970L-1120L
8	1010L-1185L
9	1050L-1260L
10	1080L-1335L
11	1185L-1385L
12	1185L-1385L

Note: DFS stands for Distance from Standard



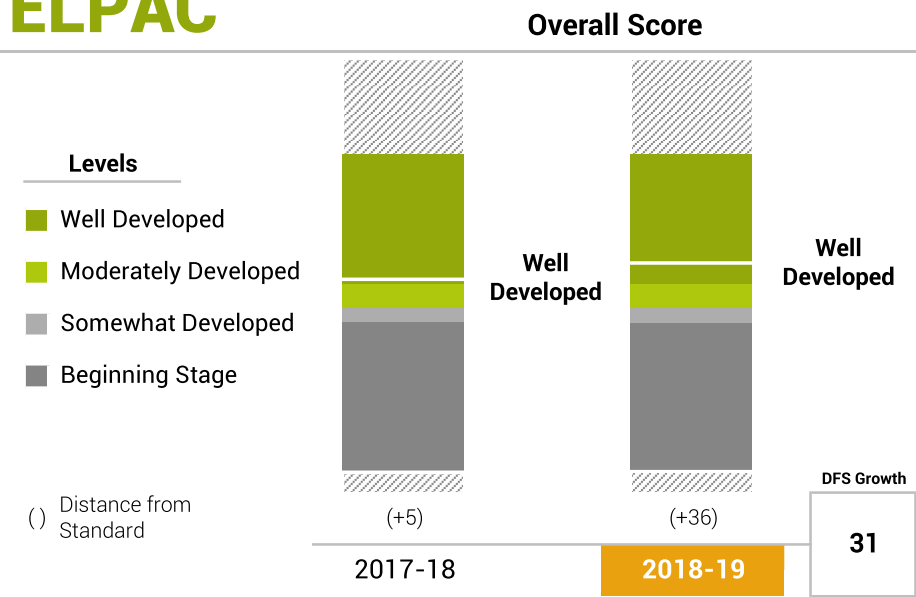
ACADEMICS

Language Assessment

ABOUT THIS MEASURE

The English Language Proficiency Assessments for California (ELPAC) is the test that is used to measure how well students in kindergarten through twelfth grade understand English when it is not their primary language. The ELPAC is taking the place of the California English Language Development Test (CELDT). Information from the ELPAC helps your child's teacher provide support in the right areas.

ELPAC



Reclassification Criteria Tool

This section provides a brief overview of your child's progress toward becoming reclassified as Fluent English Proficient. The district evaluates multiple areas of English language development during the determination of whether a student is eligible for reclassification. Please review your child's progress below.

ELPAC ☒

CAASPP ☒

Reading Inventory ☐

NWEA Reading ☐

ELA/ELD Grades ☐

Language Matrix ☐

**COMING SOON!**

Oral Language Score

Overall	Well Developed	Well Developed
Listening	3 out of 3	3 out of 3
Speaking	3 out of 3	3 out of 3
	2017-18	2018-19

Written Language Score

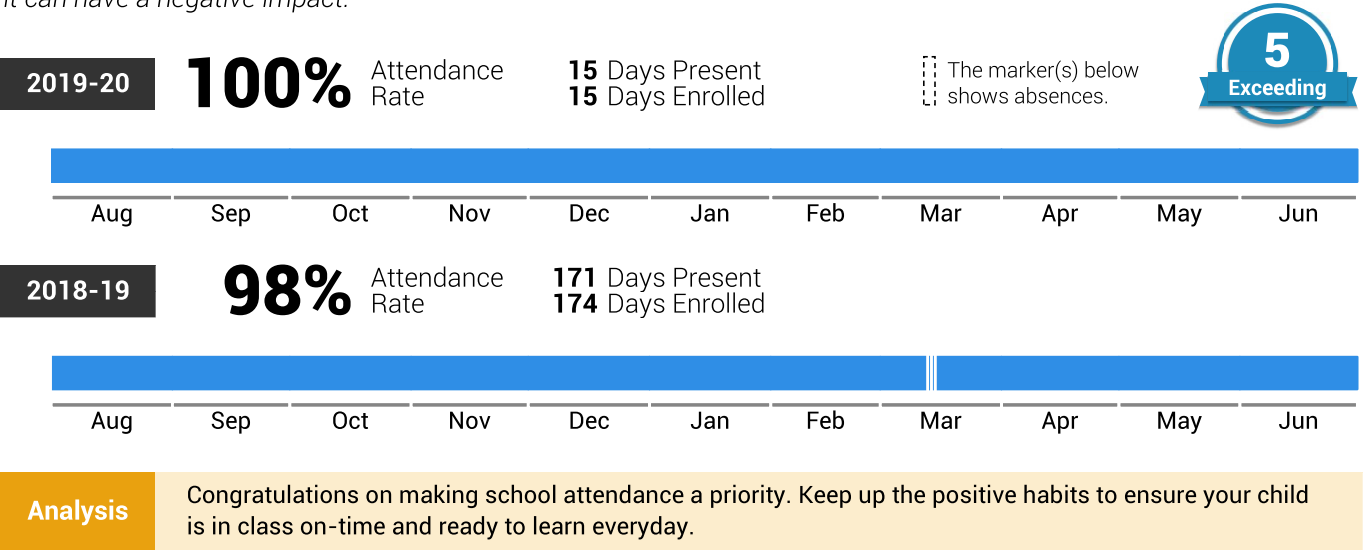
Overall	Moderately Developed	Moderately Developed
Reading	2 out of 3	3 out of 3
Writing	2 out of 3	2 out of 3
	2017-18	2018-19

ENGAGEMENT

Attendance

ABOUT THIS MEASURE

Regular school attendance is one of the most powerful ways you can help prepare your child for success - both in school and in life. When you make school attendance a priority, you help your child get better grades, develop healthy habits and social skills, and avoid dangerous behavior. However, when students on average miss two days per month, it can have a negative impact.

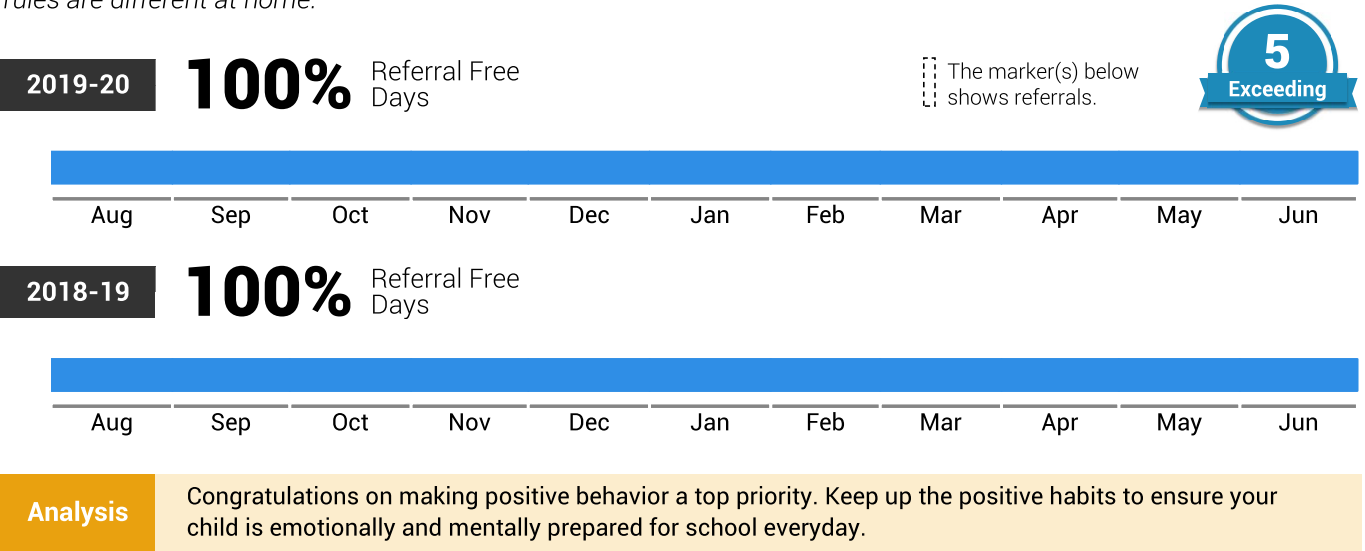


(As of Oct. 3, 2019)

Discipline

ABOUT THIS MEASURE

Studies find that positive approaches to school discipline at all ages may improve students' academic performance. Those students are less likely to become involved in the juvenile justice system or need behavioral services. Please support your child's relationship with his or her teachers by explaining that school rules are to be followed, even if your rules are different at home.



\* Discipline is only reflective of the incidents documented in the Student Information System.

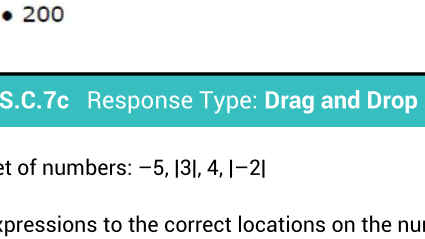

## English & Language Arts

*The following are sample ELA questions provided by the Smarter Balanced Consortium and they provide invaluable insights into the rigor and complexity demanded by the California state test. Students will likely encounter similar types of questions when they take the state test.*

<p><b>Standard: RI.6.1</b>      <b>Response Type: Evidence Based</b></p> <p>What is most likely the author's intent by mentioning "A spacesuit is much more than a set of clothes astronauts wear on spacewalks" at the beginning of the text?</p> <p><b>A.</b> The author wants to inform the reader that astronauts regularly walk in space.  <b>B.</b> The author wants to describe to the reader the importance of astronauts walking in space.  <b>C.</b> The author wants to explain to the reader that astronauts wear spacesuits during flights in space.  <b>D.</b> The author wants to convince the reader that spacesuits are more important to astronauts than most people think.</p>	<p><b>Standard: RI.6.1</b>      <b>Response Type: Short Answer</b></p> <p>What conclusion can be drawn about the author's relevance of evidence regarding spacesuits? Support your answer with evidence from the text.</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>
<p><b>Standard: W.6.1</b>      <b>Response Type: Multiple Choice</b></p> <p>Read the draft of the letter and complete the task that follows.</p> <p>Dear Mr. Marek,</p> <p>I feel strongly that projects assigned in science class should include technology. Requiring students to use technology will help us acquire the skills we need. For example, I know that our next topic is going to be "survival." A possible project would be an Internet-based activity. We could begin our study with technology by researching the exploration of Antarctica. This continent features towering icebergs and huge humpback whales. We could read amazing stories from early scientists and explorers and even connect to real-world experts. We could also link to various websites to study weather and landforms. Using our technology tools, we could gather information to show life within a scientific research station in Antarctica.</p> <p>Revise the student's paragraph on using technology for class projects. Choose the sentence that would make the best conclusion for the paragraph.</p> <p><b>A.</b> For the most part, there is a place for technology in every classroom.  <b>B.</b> Finally, there are many reasons to explore the use of technology in learning.  <b>C.</b> After all, technology is in our communities, homes, and lives, so it should be in our classrooms as well.  <b>D.</b> To summarize, using new technology in project learning will engage students and make learning meaningful and fun.</p>	<p><b>Standard: W.6.2</b>      <b>Response Type: Multiple Choice</b></p> <p>A student is revising an informational paragraph from a peer's science notebook. Read the draft of the paragraph and complete the task that follows.</p> <p>My partner and I wondered what would happen to the speed of a model car. I was curious about the speed of roller coasters too because I think they will go slower on wood tracks. We wondered if we put the car on different surfaces, what would happen to the speed of the car. I predicted that the speed of the car would be slower on carpet than on cardboard. We used the same weight on the car for each test and we measured how long it took the car to travel six feet using a stopwatch. We wrote the time for each test in a data table to keep track of our work and we did the test five times on cardboard and five times on carpet. We figured out the average speed of all five trials. We did five tests and my prediction was right. The average speed on the carpet was 2.3 seconds slower than the tests we did on the cardboard.</p> <p>Choose the sentence that is distracting or does not maintain the focus of the paragraph.</p> <p><b>A.</b> I was curious about the speed of roller coasters too because I think they will go slower on wood tracks.  <b>B.</b> I predicted that the speed of the car would be slower on carpet than on cardboard.  <b>C.</b> We wondered if we put it on different surfaces, what would happen to the speed of the car.  <b>D.</b> We used the same weight on the car for each test and we measured how long it took the car to travel six feet using a stopwatch.</p>

## Mathematics

The following are sample math questions provided by the Smarter Balanced Consortium and they provide invaluable insights into the rigor and complexity demanded by the California state test. Students will likely encounter similar types of questions when they take the test.

<p>Standard: <b>6.RP.A.3a</b> Response Type: <b>Fill-In Table</b></p> <p>This table contains equivalent ratios between <math>x</math> and <math>y</math>.</p> <table border="1" data-bbox="1877 749 2032 911"> <thead> <tr> <th><math>x</math></th> <th><math>y</math></th> </tr> </thead> <tbody> <tr> <td>2</td> <td>6</td> </tr> <tr> <td>5</td> <td></td> </tr> <tr> <td>7</td> <td>21</td> </tr> <tr> <td>9</td> <td>27</td> </tr> </tbody> </table> <p>Fill in the missing value in the table.</p>	$x$	$y$	2	6	5		7	21	9	27	<p>Standard: <b>6.RP.A.3b</b> Response Type: <b>Equation/Numeric</b></p> <p>Carl types 180 words in 2 minutes.</p> <p>Enter the number of words Carl types in 5 minutes at this rate.</p> <div data-bbox="2722 790 2977 842" style="border: 1px solid black; height: 40px; width: 200px;"></div>
$x$	$y$										
2	6										
5											
7	21										
9	27										
<p>Standard: <b>6.RP.A.3c</b> Response Type: <b>Multiple Select</b></p> <p>In a school with 200 students, 45% are males.</p> <p>Select <b>all</b> expressions that can be used to find the total number of male students.</p> <p>A. <math>\frac{45}{100} \bullet 200</math></p> <p>B. <math>\frac{0.45}{100} \bullet 200</math></p> <p>C. <math>0.45 \bullet 200</math></p> <p>D. <math>\frac{45}{10} \bullet 200</math></p>	<p>Standard: <b>6.NS.C.7b</b> Response Type: <b>Equation/Numeric</b></p> <p>Sea level is defined as being at an elevation of 0 feet.</p> <ul style="list-style-type: none"> <li>• The lowest elevation in Arizona is 72 feet.</li> <li>• The lowest elevation in Louisiana is <math>-68</math> feet.</li> </ul> <p>Enter an inequality that compares these two elevations.</p> <div data-bbox="2722 1286 2977 1338" style="border: 1px solid black; height: 40px; width: 200px;"></div>										
<p>Standard: <b>6.NS.C.7c</b> Response Type: <b>Drag and Drop</b></p> <p>Consider this set of numbers: <math>-5</math>, <math> 3 </math>, <math>4</math>, <math> -2 </math></p> <p>Drag the four expressions to the correct locations on the number line to show the value of each.</p> <div data-bbox="1877 1393 2281 1620">  </div>	<p>Standard: <b>6.EE.C.9</b> Response Type: <b>Equation/Numeric</b></p> <p>Jack saves the same amount of money each week as shown in the graph.</p> <p>• Let <math>w</math> represent the number of weeks that Jack saves.</p> <p>• Let <math>s</math> represents the total amount saved, in dollars.</p> <p>Enter the total amount of money, in dollars, that Jack saves after 6 weeks.</p> <div data-bbox="2663 1546 2977 1788">  </div> <div data-bbox="2722 1828 2977 1880" style="border: 1px solid black; height: 40px; width: 200px;"></div>										

## PARENT RESOURCES

### What are some specific questions I should ask during the conference?

Questions you ask during the conference can help you express your hopes and concerns for your student. It's a good idea to make a list and ask the most important questions first, in case time runs out. Here are a few examples of questions you could use.

- How are you measuring my child's progress? Through tests? Portfolios? Class participation? Projects?
- What subject does my student like most? Least?
- What can I do to help my child with subjects he finds difficult?
- Is my child trying as hard as he can?
- Does my child participate in class discussions and activities?
- Is my child in different classes or groups for different subjects? Which ones? How are the groups determined?
- How well does my child get along with others?
- Have you noticed changes in the way my child acts? For example, have you noticed squinting, tiredness, or moodiness that might be a sign of physical or other problems?
- What kinds of tests do you give? What do the tests show about my child's progress? How does my child handle taking tests?

### ¿Cuáles son algunas preguntas específicas que debo hacer durante la jornada?

Las preguntas que realices durante la jornada pueden ayudarte a expresar las esperanzas e inquietudes con respecto al estudiante. Es una buena idea confeccionar una lista y hacer primero las preguntas más importantes, en caso de que el tiempo se agote. Estos son algunos ejemplos de preguntas que podrías hacer.

- ¿Cómo está midiendo el progreso de mi hijo? ¿A través de exámenes? ¿Carpetas? ¿Participación en clase? ¿Proyectos?
- ¿Qué materia le gusta más a mi hijo? ¿Cuál le gusta menos?
- ¿Qué puedo hacer para ayudar a mi hijo con las materias que le resultan difíciles?
- ¿Mi hijo se está esforzando al máximo?
- ¿Mi hijo participa en los debates y en las actividades en clase?
- ¿Mi hijo está en diferentes clases o grupos para distintas materias? ¿Cuáles? ¿Cómo se determinan los grupos?
- ¿Qué tan buena es la relación de mi hijo con los demás?
- ¿Ha notado cambios en la forma en que mi hijo actúa? Por ejemplo, ¿ha notado que entrecierra los ojos, está cansado o de mal humor, lo cual puede ser un signo de problemas físicos o de otro tipo?
- ¿Qué clase de exámenes toma? ¿Qué muestran los exámenes sobre el progreso de mi hijo? ¿Cómo maneja mi hijo el hecho de realizar exámenes?



### Parent Resource List

#### Parent Resource Center

Services Includes:

- Aeries Parent Portal Assistance
- Online Student Registration
- Parent Education Workshops (Parent Goal Setting)
- Computer Classes including Internet
- Community Resources and Referrals
- Parenting Classes/Skills
- English as a Second Language
- Spanish Translation Assistance
- Adult and Family Literacy
- Family Math Nights
- Walk-in Services
- \*For tutoring services, please contact your child's vice-principal or principal.

#### Centro de Recursos Para Padres

Servicios Incluidos:

- Asistencia al Aeries Parent Portal
- Inscripción de Estudiante por Internet
- Talleres de Educación para Padres
- Clases de Computación, Incluyendo Internet
- Recurses en la Comunidad
- Clases de Paternidad
- Inglés Como Segundo Lenguaje
- Ayuda en Traducción al Espanol
- Alfabetización Familiar
- Naches Familiares de Matemáticas
- Servicios Sin Cita
- \*Para servicios de tutoría, comuníquese con el subdirector o director de su hijo.

#### Locations

Alpha Elementary	Lincoln Elementary	Millview Elementary	Monroe Elementary
Room 15 (559) 661-4101 Ext 215 7:30 AM-4:30 PM	Room 707 (559) 675-4600 Ext 1707 7:30 AM-11:00 AM	Room 25 (559) 674-8509 Ext.225 7:30 AM-11:00 AM	Room 27 (559) 674-5679 Ext 227 7:30 AM-8:00 PM
Rose Elementary	Sierra Vista Elementary	Washington Elementary	Madison Elementary
Administration Office (559) 662-2662 Ext 1105 7:30 AM-11:00 AM	Room 35 (559) 674-8579 Ext 177 7:30 AM-8:00 PM	Room 4 (559) 674-6705 Ext 206 7:30 AM-4:30 PM	Room 32 (559) 675-4630 Ext 177 7:30 AM-4:30 PM