

TITLE: Elementary School Progress Report Grading Practices and Procedures

NUMBER: BUL-2332.8

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POLICY: All schools implement the *Elementary California Content Standards (CCS) Progress Report* for grades K-5/6 and the Transitional Kindergarten (TK) progress report to provide a consistent, comprehensive system for reporting pupil progress and for providing data on student achievement of the California content standards and the Preschool Learning Foundations for TK students.

MAJOR CHANGES: This bulletin replaces BUL–2332.7 of the same title, dated August 3, 2018. This bulletin has been revised to update the criteria required for the Elementary School Progress Report Grading Practices and Procedures, and the required use of the Learning Management System (LMS) online grade book.

GUIDELINES: The elementary progress report policy is designed to develop a consistent, comprehensive system for reporting student progress. The elementary progress report includes measures for early identification of students at risk of not meeting grade level standards and for early systems of parent notification in accordance with the California Education Code. The elementary progress report is computerized and will continue to be implemented at all elementary school sites.

Resources and job aids for the progress report, and the LMS online grade book and grade entry are available at: <https://achieve.lausd.net/pls>

I. POLICIES ON GRADING PRACTICE

The Board of Education has the authority to adopt rules and regulations governing a grading system. The principal has the responsibility for

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implementing Board policy. District grading policies have been established to ensure that students are evaluated on criteria aligned with the applicable content standards, and that educators use grades for the same purpose to:

- inform instruction,
- support individual student learning,
- support all students in attaining proficiency by the end of the academic year,
- give each student and his/her family feedback about the student's progress and mastery of the content standards, and
- plan for professional development

The following general grading policies are to be consistently implemented.

- A. All elements of the District's educational program – the curricula, daily instructional activities, materials, textbooks, and assessments are to be aligned to support the progress of all students toward achievement of the California content standards K-5/6 and the California Preschool/Transitional Kindergarten Learning Foundations for TK. For support in planning instructional activities aligned to standards, learning targets, and resources, see the Los Angeles Unified Curriculum Maps at <https://www.lausd.org/Page/17835>
- B. At the beginning of each school year, all classroom teachers will inform students and parents and post in the Schoology course the following items:
 1. District policy and teacher classroom grading criteria and procedures including:
 - The District's policy Standards-Based Promotion (SBP) as outlined in [BUL-113901, Standards-based Promotion Policy, Parent Notification, and Appeal Process for Elementary Schools](#)
 - Expected learning targets, objectives, goals, and/or California Content Standards for the grade level and curriculum covered in the class.
 - Assessment criteria, scales, rubrics, mastery learning measures used by the teacher to determine marks provided on assignments and entered on the elementary progress report card.
 - Process used to provide frequent and timely feedback on progress towards mastery of these standards.

2. The grade appeal process as outlined in [BUL-1926.3, Request to Change a Pupil Grade](#), which explains under which grounds according to Education Code section 49066 parents have a right to request a change of a pupil's grade
 - Assessments are tools used to gauge student understanding and guide the next steps in teaching, and shall not be used to determine grades.
- C. Teachers are to evaluate a student based on how the student is progressing toward the achievement of grade-level standards and English Language Development (ELD) standards for English Learners (EL). TK students are monitored on their development from 48 to 60 months skills in the Preschool Learning Foundations.
- D. For English Learners, Dual Language students, GATE students, and students receiving intervention, program participation will be automatically indicated on the elementary progress report.
- E. Although attendance may influence student progress, it may not be used as part of any rigid formula for assigning subject marks (Education Code Section 49067); furthermore, Characteristics and Behaviors of a College and Career-Ready Learner and attendance are not subject to the grade appeal policy.
- F. Academic grades and Behaviors of a College-Prepared and Career Ready Learner marks must be assigned to all students who have been enrolled at a school for fifteen or more instructional days during regular reporting periods. Please note that L.A. Unified is committed to removing barriers to academic success for all students, including students in foster care and/or experiencing homelessness. In order to maintain consistency in reporting the academic progress of foster students, teachers should consider assigning grades to these students whether they have been enrolled a minimum of 15 instructional days.
- G. Los Angeles Unified's Teaching and Learning Framework (TLF) outlines the following expectations for fully articulating criteria and performance standards to families and students:
 - 3d3. Feedback to Students – Teacher feedback to students is timely, frequent, relevant, accurate, and aligned to instructional outcomes. Specific feedback guides students to revise and improve their work.

- 4b1. Information About the Instructional Program – The teacher provides required and additional information regularly regarding the instructional program. The teacher uses technology and other means to enhance parent-teacher communication.
 - 4b2. Information About Individual Students – The teacher communicates with families about students' progress regularly beyond report cards and parent conferences. The teacher communicates available resources and interventions.
- H. Teachers should inform parents regarding exceptional student performance and student improvement.
- I. The score of "1" or "2" can only be issued to a student whose parent or guardian has been given adequate prior notice by the midpoint of that reporting period. Refer to REF- 6302.4, *Elementary Official Roll Book* for the specific dates for the midpoint of each reporting period.
- J. Specific interventions aligned with Los Angeles Unified's Multi-Tiered System of Supports (MTSS) Framework, including the use of the Student Support and Progress Team (SSPT) process when applicable, are to be offered and implemented before issuing a grade of "1" or "2" and/or before issuing a recommendation for retention. For additional information on the SSPT process, [see BUL-6730.1, A Multi-Tiered System of Support Framework for the Student Support and Progress Team.](#)
- In addition, the score of "1" or "2" can only be issued to a student whose parent or guardian has been given adequate prior notice by the midpoint of that reporting period. Refer to REF- 6302.4, *Elementary Official Roll Book* for the specific dates for the midpoint of each reporting period.
- K. All schools will issue the elementary school progress report to parents three times during the school year for grades TK-5/6.

II. EXPLANATION OF SCORING TERMS K-5/6

The District has a four-level scoring scale for grades K-5/6 using the numbers 4, 3, 2, and 1 to indicate student achievement aligned to the California Content Standards for that current point in the academic year.

- A. Achievement in the academic subjects is indicated as noted below. The following excerpts are from the K-5/6 progress report:

Academic Achievement Scores K-5/6

Indicates student *progress* towards achievement of grade-level California content standards thus far in the school year.
4 = Exceeds grade-level standards
3 = Meets grade-level standards
2 = Progressing toward meeting grade-level standards
1 = Minimal progress toward grade-level standards
N/A = Not assessed in current reporting period*
✓ = Assessed during reporting period

N/A is not an option for any academic subject, including social emotional development, on the K-5/6 report card. The following table explains when N/A can be assigned within an academic subject or content standards domain during each reporting period:

K-5/6 Academic Subject	N/A Allowed
English Language Arts	NO
Mathematics Content	YES*
Mathematical Practices	YES*
Science	NO
History-Social Science	NO
Visual and Performing Arts	YES**
Physical Education	NO
Health Education	NO
Characteristics and Behaviors of a College-Prepared and Career-Ready Learner	NO
ELD	NO
Dual Language	NO

**Students are to receive a grade in at least one math domain and one mathematical practice per reporting period so that by the final reporting period, students have received a grade in each of the math domains and the mathematical practices.*

***Students are to receive a grade in at least one arts discipline in each reporting period so that by the final reporting period, students have received a grade in each of the 4 arts disciplines within the Visual and Performing Arts academic subject.*

Note: N/A is not an option for the English Language Arts and Math composite scores.

- B. A composite score is an overall grade at the subject level and is required for ELA and Math. While simple averages may be used to compute the composite scores, school teams are encouraged to engage in collaborative discussions about which ELA and Math California Content Standards (CCS) might be pivotal for the grade level as they calibrate practices in computing the composite score.
- C. Scores for K-5/6 *Behaviors of a College-Prepared and Career-Ready Learner* indicate student's demonstration of the 21st Century Skills, including interpersonal skills, ethics and integrity, in connection with the expectations of their grade-level standards. This section of the progress report also provides feedback on the social-emotional development of students. The following excerpts are from the progress report:

Behaviors of a College-Prepared and Career-Ready Learner K-5/6
Indicates student's demonstration of the 21 st Century and Social Emotional Learning Skills aligned to the California content standards (CCS) expectations from the California Department of Education (CDE). C = Consistently S = Sometimes R = Rarely

- D. Equitable Grading and Instruction (EGI) is a growth-mindset approach that shifts grading, assessment, instruction, and lesson planning around clear learning targets and research-based systems that honor diverse learning needs. The District is implementing (EGI) Equitable Grading and Instruction to build teacher capacity to use effective, research-based grading practices that support the achievement of all students. See Attachment A-Elementary Progress Report and Equitable Grading and Instruction. For additional information visit the EGI website at: <http://www.lausd.org/Domain/827>

For sample progress report formats, job aids, FAQs, see Elementary Progress Report website at <https://www.lausd.org/Page/6215>

III. MASTER PLAN PROGRAMS GRADING GUIDANCE

The following information is regarding scoring procedures for Master Plan Programs.

- A. Scores for English Language Development (ELD) indicate the amount of progress an EL has made toward achieving the California

ELD standards Part I: *Interacting in Meaningful Ways* and Part II: *How English Works*.

K-5/6 ELD SCORING GUIDE		
4	Advanced Progress	Demonstrating ADVANCED PROGRESS in the ELD proficiency level standards
3	Average Progress	Demonstrating AVERAGE PROGRESS in the ELD proficiency level standards
2	Partial Progress	Demonstrating PARTIALLY PROFICIENT PROGRESS in the ELD proficiency level standards
1	Limited Progress	Demonstrating LIMITED PROGRESS in the ELD proficiency level standards

- B. With the Los Angeles Unified implementation of the 2012 California ELD standards, there was a shift from five English language proficiency levels to three levels. The three English language proficiency levels are as follows:

K-5/6 ELD PROFICIENCY LEVEL	
BR	Bridging: Students at this ELD proficiency level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. Students are ready to transition to full engagement in grade level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.
EX	Expanding: Students at this ELD proficiency level are challenged to increase their English skills in more contexts, learn a greater variety of vocabulary and linguistic structures, and apply their growing language skills in more sophisticated ways appropriate to their age and grade level.
EM	Emerging: Students at this ELD proficiency level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

A. Elementary Progress Report ELD Marking Guidance

For information on marking guidance for the following Master Plan Instructional Programs, please see the Progress Report Handbook or visit the Elementary Grading Support website at <https://www.lausd.org/Page/14469>.

- Mainstream English Program

- L²EAP = Language and Literacy in English Acceleration Program (also known as Structured English Immersion)
- Dual Language Education (DLE) Programs and Instructional Models
 - One-Way Immersion (OWI)
 - Two-Way Immersion (TWI)
 - World Language Immersion (WLI)
 - Instructional Models 50/50, 70/30, 90/10

B. Dual Language Education Elementary Progress Report Target Language Proficiency (TLP) Levels Marking Guidance

In all Dual Language Education (DLE) programs and models, all students, regardless of language classification, are assigned TLP levels. Teachers will assign a two-character level for each student in four modes of communication (i.e. NM=Novice Mid) as shown in the following table:

Target Language Proficiency (<i>Arabic, Armenian, French, Japanese, Korean, Mandarin, or Spanish</i>)	Reporting Period		
	BOY	MOY	EOY
Interpersonal Communication	NM- <i>Novice Mid</i>		
Interpretive Reading	NH- <i>Novice High</i>		
Interpretive Listening	NM- <i>Novice Mid</i>		
Presentational Writing	NL- <i>Novice Low</i>		

For information on asset-based marking guidance for TLP levels in DLE Master Plan Instructional Programs, please visit the resources folder in the Schoology Group **UTK-12 Dual Language Education**, Access Code: 9PTR-DZQV-XGMWC

C. Special Guidelines for Dual Language Education Language Arts Grades

The following guidelines for K-1 language arts grades only apply to the specific DLE Master Plan programs and instructional models listed below:

-
- Dual Language Two-Way Immersion (TWI) Program 90/10
 - Dual Language One-Way Immersion (OWI) Program 70/30
 - World Language Immersion (WLI) Program 90/10

In addition to the TLP levels, grade K & 1 students in TWI, OWI, or WLI programs will receive language arts grades in the Target Language, in lieu of English Language Arts grades due to the structure of the instructional models. From grade 2 and on, their language arts grades will be in English. Additional resources are also available on the Multilingual and Multicultural Education Department (MMED) website under elementary English Learner instruction at <https://achieve.lausd.net/Page/9151#spn-content>

IV. GIFTED AND TALENTED EDUCATION GRADING GUIDANCE

Students who are identified as gifted, talented, or highly gifted are held to the same grade-level standards as their non-identified peers. Grades are assigned to gifted students using grade-level standards to reflect progress in the general curriculum. A “3” represents meeting grade-level standards and expectations (i.e., a student demonstrates solid knowledge and understanding). A “4” represents exceeding grade-level standards and expectations (i.e., a student demonstrates advanced knowledge and understanding).

V. SPECIAL EDUCATION GRADING GUIDANCE

Students with disabilities are held to the same grade-level standards as their non-disabled peers with the added provision of accommodations and/or modifications as noted in their Individualized Education Plan (IEP). IEP teams are responsible for determining what students need to access grade-level curriculum. When modifications are used, a comment on the progress report should indicate that grades were achieved based on a modified curriculum.

If a student with a disability fails to meet board-adopted or individualized promotion standards, the IEP team should reconvene to consider the following:

- Is the current IEP for the student's academic, linguistic, social, emotional, and behavioral needs appropriate?
- Is the manner of assessment appropriate, including accommodations and modifications identified in the IEP?

- Were all the services required by the student to make progress in the general education curriculum appropriately identified in the student's IEP?
- Were the linguistic needs of English Learners appropriately identified?
- Did the student receive all the services identified in the IEP?
- Was the assessment conducted consistent with the IEP?
- Was the student's promotion standard appropriate and clarified in the IEP?

Academic Scores Key			
E = Exploring (48 months)	B = Building (60 months)	D = Developing (emerging kinder skills)	I = Integrating (kinder skills)

Some students with extensive support needs may access grade-level standards through the core content connectors in the areas of reading, writing, and math, which can be found at

<https://bit.ly/contentconnectors>. CDE Guidelines for the promotion, retention and grading of the students with disabilities can be found here: www.cde.ca.gov/sp/se/sr/promoretntn.asp

VI. TRANSITIONAL KINDERGARTEN GRADING GUIDANCE

The *Transitional Kindergarten (TK) Progress Report* is aligned to the California Preschool Learning Foundations (PLF). A student's mark is based on how the student is developing along the continuum from **E** = Exploring (48 months), **B** = Building (60 months), **D** = Developing (emerging kindergarten skills), and **I** = Integrating (kindergarten skills).

Kindergarten standards are not expected to be mastered until the end of the *kindergarten* year. TK students are working towards meeting all PTKLF. Social Emotional Development is reflected separately in *Characteristics and Behaviors of a College-Prepared and Career-Ready Learner*. The TK progress report is designed to note a student's developmental level at the time of grading. Teachers should consider the following questions when assigning a mark:

- What skills has the student come to school with?
- Where is the student based on experiences, she/he has had, whether formal instruction in an academic subject has taken place or not?

The TK progress report is a tool to help teachers as well as parents determine the subsequent instructional experiences that would support the student's developmental next steps.

A. English Language Development Scoring Guide for TK

In TK, ELD scoring aligns to the Preschool Learning Foundations (PTKLF) and its levels: Beginning, Middle, and Later. For a complete description of the stages of bilingual language development, see PTKLF volume 1, pages 105-108. DLE teachers shall analyze the PTKLF to acknowledge the bilingual skills of TK students.

English Language Development Key		
B = Beginning Beginning to develop English especially with signals and Stimuli.	M = Middle Repeats familiar phrases and uses formulaic speech. Comprehension is developing.	L = Later Beginning to use English to learn in all content areas. Use of age-appropriate English is improving.

B. Transitional Kindergarten Learning Foundations

Learning Foundations volumes 1, 2, and 3 provide bulleted examples of what students can demonstrate when proficient at the 48- and 60-month expectations and within the 3 ELD PLF levels. The intention for TK is not mastery of kindergarten or early kindergarten skills. The objective of TK is to ensure that each student is strong in all content areas of the Preschool Learning Foundations and, thus, ensure a strong foundation for a successful school career K-12. For additional information and marking guidance regarding TK, please visit the Early Childhood Education Employee Resources website:

<https://www.lausd.org/Page/15509>

Social Emotional Development Characteristics and Behavior of a College-Prepared and Career-Ready Learner TK
Indicates student's demonstration of the 21 st Century and social Emotional Learning Skills aligned to the Preschool Foundations (PLF) expectations from CDR. C = Consistently S = Sometimes R = Rarely

VII. LEARNING MANAGEMENT SYSTEM GRADEBOOK

K-5/6 elementary teachers are required to enter assignment grades, or current proficiency levels for EGI schools, on the Learning Management System (LMS) online grade book. The shift to the online gradebook also reflects Los Angeles Unified's commitment to providing frequent and ongoing communication with parents regarding student progress.

Los Angeles Unified recognizes that elementary teachers have been maintaining a portfolio of student work samples to share with parents and students for providing feedback and as an ongoing measure of progress toward mastery of grade-level standards by the end of the school year.

The LMS online gradebook supports teachers in enhancing and extending regular communication of student progress to parents beyond conferences and progress reports. The LMS gradebook passback feature streamlines the grade entry process and create more efficiency around the completion of progress reports.

The LMS online gradebook is available for TK teachers. The grade passback feature is available for K-5/6 teachers. For job aids and additional information on the online grade book and progress report entry via the LMS online grade book, visit:
<https://achieve.lausd.net/pls#spn-content>

Below are the minimum requirements for entering grades:

- A. Mid-Point Requirement Grades for ELA, Math and Academic Language Development by the midpoint of each reporting period, a minimum of **three** assignment grade or current proficiency level
 1. English Language Art (ELA)
 - Foundational Reading Skills,
 - Making Meaning from Text, **or**
 - Effective Expression Through Writing
 2. Math
 - Math Domains, **or**
 - Math Practices

This applies to the math domains and practices being taught in the current reporting period.

3. Academic Language Development (ALD)

- Integrated English Language Development (iELD) for English Learners
- Mainstream English Language Development (MELD) for Standard English learners, **or**
- ALD for English Only, Initially Fluent English Proficient and Reclassified Fluent English Proficient student
- Language Conventions and Effective Use of Vocabulary,
- Effective Expression Through Writing, **or**
- Effective Expression through Speaking and Listening.

Additional information on ALD and MELD is also available on the AEMP website at <https://www.lausd.org/AEMP>.

B. Reporting Period Requirements for ELA, Math, and ALD

By the end of each reporting period, teachers should enter a minimum of **six** assignment grades or current proficiency levels for each subject outlined above.

C. Marks in the other academic subjects

By the end of the reporting period, a minimum of **three** assignment grade or current proficiency level (EGI) should be entered for each of the other academic subjects [Science, History/Social Studies, Visual and Performing Arts, Health, Physical Education, as well as the remaining standard strands in ELA, ALD/iELD/MELD and Math (domains and practices taught during the current reporting period)].

- **Three** assignment grade or current proficiency level (EGI) entered by the midpoint and **six** by the end of the reporting period is highly recommended.

D. Students should be given multiple opportunities to demonstrate proficiency.

E. Progress report grades must be based on multiple assignments that span the duration of the reporting period. When assigning student grades or proficiency levels, the use of simple averages may penalize students for mistakes during the early stages of learning. Consider basing grades on the more recent/consistent evidence of proficiency.

- F. Please note that the recommended promising practice is to provide continual assessment and feedback to students and families by recording on the LMS online grade book as many assignment grades as possible, and no less than **three** per subject area per reporting period, **or** consistently and frequently updating current proficiency levels in learning targets in each academic subject.

VIII. WARNING NOTICES, RETENTION, PROMOTION, AND ACCELERATION

- A. California Education Code Section 49067 (a), the parent of each pupil shall be notified in a conference, or a written report, whenever it becomes evident to the teacher that the pupil is in danger of failing a course. Los Angeles Unified School District policy requires warning notices to be issued at the middle point of the reporting period. The refusal of the parent to attend the conference, or respond to the written report, shall not preclude assigning a failing grade at the end of the grading period.
- B. Per California Education Code Section 48070.5 (e), parental notification is required at each reporting period. When a pupil is identified as being at risk of retention a pupil's parent or guardian shall be provided with the opportunity to consult with the teacher(s) responsible for the decision to retain the pupil. For instructions and forms see [BUL-113901 Standards Based Promotion Policy, Parent Notification and Appeal Process for Elementary Schools](#).
- C. Please note that the warning notices indicated above are applicable for any student not meeting the grade level standards in the composite score or any sub-score of the progress report. If a student is not at risk at the midpoint of the reporting period but later becomes at risk, teachers should send a warning notice to parents at that time.
- D. A sample warning notice template is available in [English](#) and [Spanish](#). School administrators can customize this form for use at their school sites.
- E. Principals are to provide clear communication to teachers on the dates of the midpoint of each reporting period and the requirement to provide parents with warning notices for students at risk of receiving a "1" or "2" in any progress report area.

F. TK students may not repeat TK and are not eligible for retention.

- Kindergarten students who have not attended TK may continue in kindergarten. To do so, the Kindergarten Continuance Form must be completed **prior** to the end of the current school year or before the kindergarten anniversary date. Two retention warnings and the Kindergarten Continuance Form completion date must be documented in MiSiS. For Continuance Form in Spanish and English, see Attachments A1 and A2 of [REF-6756.1, Kindergarten Continuance \(Including Kindergarten Retention\): Parental Agreement for Pupil to Continue in Kindergarten for an Additional Year](#)
- For additional information on Kindergarten Retention see page 2 of [REF-6756.1, Kindergarten Continuance \(Including Kindergarten Retention\): Parental Agreement for Pupil to Continue in Kindergarten for an Additional Year](#)

G. Kindergarten continuance is defined as more than one school year in kindergarten. According to California Education Code Sections 48011 and 48070-48070.5, California law provides that after a child has been lawfully admitted to kindergarten and has attended for a year, the child shall be promoted to the first grade unless the school district and the child's parent/guardian agree to have the child continue to attend kindergarten for not longer than one additional year. This rule applies whether a child begins kindergarten at the beginning of a school year or at some later date. A parent/guardian who agrees their child is to continue in kindergarten must sign the *Kindergarten Continuance Form A*.

H. A child is eligible for TK if they have their fifth birthday between September 2 and December 2 (inclusive) and each school year thereafter (EC 48000[c]). **Failure to have signed Kindergarten Continuance forms on file may jeopardize audit findings and result in a loss of apportionment.**

**RELATED
RESOURCES:**

- [BUL-113901 Standards-based Promotion Policy, Parent Notification, and Appeal Process for Elementary Schools](#) dated April 11, 2022
- [BUL-1926.3 Request to Change a Pupil Grade](#) dated September 17, 2019
- [BUL-3491.2 Homework and Makeup Policy in Grades K-12](#) dated July 29, 2024

- [REF-5777.6, Transitional Kindergarten Implementation dated April 29, 2021](#)
- [REF-6756.1, Kindergarten Continuance: Parental Agreement for Pupil to Continue in Kindergarten dated February 8, 2021](#)
- [BUL-6730.1, A Multi-Tiered System of Support Framework for the Student Support and Progress Team.](#)
- [REF-43782, Implementing a Multi-Tiered System of Supports Framework dated July 1, 2018](#)

ATTACHMENTS: Attachment A – Elementary Progress Report and Equitable Grading and Instruction
Attachment B – Kinder-5th grade Mid-point Warning Notice
Kinder-5th grade Mid-point Warning Notice (Spanish)
Attachment C – 6th grade Mid-point Warning Notice
6th grade Mid-point Warning Notice (Spanish)

ASSISTANCE: For assistance or further information please contact:

General progress report marking practices, please contact Elizabeth Bernal, Administrator, Elementary Instruction at (213) 241-5333 or via email at elizabeth.bernal@lausd.net.

Mainstream and Language and Literacy Education Acceleration Program (LEAP), formerly called Structured English Immersion Programs, marking practices, please contact Carla Gutierrez, UTK12 Administrative Coordinator, English Learner Instruction at (213) 241-5582 or via email at carla.gutierrez@lausd.net.

Standard English Learner marking practices for MELD and ALD, please contact Elizabeth Pratt, Administrator, Standard English Learner Support/Academic English Mastery Program at elizabeth.pratt@lausd.net or (213) 241-3340.

Dual Language Education Programs, One-Way Immersion, Two-Way Immersion and World Language Immersion marking practices, please contact Roxanna Sosa, Administrative Coordinator, Dual Language Education at (213) 241-2530 or via email at roxanna.k.sosa@lausd.net

Special Education marking practices, please contact Division of Special Education, Instruction, at (213)241-8133 or spedinstruction@lausd.net

Gifted and Talented Programs, please contact Erin Yoshida, Director, Gifted and Talented Programs at (213) 241-6500 or via email at emy2142@lausd.net

Transitional Kindergarten marking practices, please contact Ranae Amezquita, Director, Early Childhood Education at 213-241-0114 or via email at ramezqui@lausd.net

Equitable Grading and Instruction (EGI) practices, Adriana Zuniga at 213-241-6734 or via email at adriana.zuniga@lausd.net or Chris Grounds at 213-241-6739 or via email christopher.grounds@lausd.net

Elementary Progress Report and Equitable Grading and Instruction

Equitable Grading and Instruction (EGI) is a growth-mindset approach to teaching and learning, based on the expectation that everyone can learn when provided with the right conditions and support. In Equitable Grading, i.e., proficiency-based grading, grades are based on what students know and can do regarding standards-based learning targets. Coupled with Bloom's Mastery Learning, teachers can then take this information and tailor instruction to meet individual student needs to support all students in reaching grade-level proficiency.

From an EGI perspective, the Elementary Progress Report effectively provides more discrete information about what students know and are able to do and on what students are still making progress. For example, while students will still be given a composite overall score in ELA, the Progress Report also provides information on student progress in the five domains: Foundational Reading Skills, Making Meaning from the Text, Language Conventions/Effective Use of Vocabulary, Effective Expression Through Writing, Effective Expression Through Speaking and Listening. As a progress check, this provides students, parents, and teachers with a better understanding of areas of success and areas for growth; however, these domains might remain too broad to inform daily classroom instruction. A student who is not yet proficient in Foundational Reading Skills may need help in some specific Foundational Reading skills but has already demonstrated proficiency in other specific Foundational Reading skills. Therefore, in EGI, each domain can be broken down into one to five learning targets to inform instruction and grading. For example, Foundational Reading Skills learning targets may include Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency.

Once teachers have identified learning targets in each domain/reporting area, they can design instruction to help students develop proficiency in these targets and can provide students with feedback on their progress in each as well. In EGI, student proficiency towards these targets would be assessed based on depth of understanding using proficiency scales, rubrics, or tiered assessments, not based on the percentage of items answered correctly (See *The Case Against Percentage Grades* by Thomas Guskey). Their score in each learning target would not be determined by averaging all scores in the learning/reporting period together because this would not account for growth over time and would penalize mistakes made in the learning process. Instead, teachers should determine the level of proficiency students have developed by the end of the learning/reporting period, by examining a body of evidence and considering most recent or consistent performance (See Grading: *Why You Should Trust Your Professional Judgement* by Guskey and Jung).

Consider the following example:

Operations and Algebraic Thinking Learning Target 1:

I can represent and solve problems involving multiplication and division.

	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Current Proficiency Level
Zoey	1	2	3	3	3

In this example, Zoey has taken 4 assessments on “Learning Target 1: I can represent and solve problems involving multiplication and division”, which is 1 of the 4 learning targets in “Operations and Algebraic Thinking.” It is clear that Zoey is improving in her understanding of this learning target and by the end of the current reporting period, she has demonstrated that she is proficient on multiple assessments. In EGI, therefore, her current proficiency level in “Learning Target 1” would be 3 (note: averaging all scores together would result in a 2.25).

Zoey’s Current Proficiency Levels in Operations and Algebraic Thinking Learning Targets

Operations and Algebraic Thinking	Current Proficiency Level
Learning Target 1	3
Learning Target 2	2
Learning Target 3	3
Learning Target 4	3
Progress Report Grade	3

The above chart depicts Zoey’s current proficiency level in all 4 learning targets feeding into Operations and Algebraic Thinking. She has demonstrated proficiency in three of the four learning targets and not scored below a 2 in any of the learning targets. In EGI, because she is mostly proficient and doesn’t have any significant gaps, her grade in Operations and Algebraic Thinking would most likely be a 3.

LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

Kinder- 5th Grade Mid-point Warning Notice

To the parent/guardian of

(Student Name)

Date of Birth

Grade

ELD Level

Room

This letter is to inform you that your child is not meeting grade level standards in:

ACADEMIC SUBJECTS

English Language Arts

- ☐ Foundational Skills
- ☐ Making meaning from text
- ☐ Conventions & Vocabulary
- ☐ Effective Expression through Writing
- ☐ Effective Expression through Speaking/Listening

Mathematics

- ☐ Counting & Cardinality (kinder only)
- ☐ Operations & Algebraic Thinking
- ☐ Number & Operations in Base Ten
- ☐ Measurement & Data
- ☐ Geometry
- ☐ Number & Operations –Fractions (3rd–5th)
- ☐ Math Practices

Science

History/S.S.

Arts

Physical Ed.

Health

ELD

ATTENDANCE

Tardy

Absent

Characteristics & Behavior of a College-Prepared and Career-Ready Learner

Effectively communicates & collaborates

- ☐ communicates clearly through speaking & writing
- ☐ works productively in collaborative groups
- ☐ listens to, interprets, & uses information

Understands other perspectives

- ☐ shows respect & recognizes the opinions & feelings of others
- ☐ solves problems in different ways

Thinks Critically, solves problems creatively, values evidence

- ☐ applies knowledge & experiences to solve problems
- ☐ evaluates answers, explains reasoning
- ☐ generates new & creative ideas

Acts responsibly, ethically & is productive citizen

- ☐ works independently & asks for assistance when needed
- ☐ follows school & classroom rules
- ☐ respects the rights & property of school & other
- ☐ organizes workplace & materials
- ☐ makes productive use of class time & stays on task

Uses technology & Digital Media strategically & Capably

- ☐ presents information effectively in a variety of formats
- ☐ uses appropriate technologies effectively when communicating
- ☐ adheres to the guidelines found in the district AUP

Intervention Recommendation(s):

(Intervention: During the day/and After-school, Tutoring: Virtual/In-Person, Summer School, etc.)

Other Comments:

This report is a brief evaluation of your child's progress. Please sign and return this sheet to your child's teacher. Your cooperation is greatly appreciated.

If you would like to discuss your child's progress further please contact the office to schedule an appointment with the teacher.

Teacher's Signature

Date

Principal's Signature

Parent Signature

LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

Aviso de Advertencia de Punto Medio-Kinder a Quinto Grado

A los Padres o Tutores de

(Nombre del Estudiante)

Fecha de Nacimiento

Grado

Nivel de inglés

Salón

El propósito de esta carta es para informarle que su hijo(a) no ha cumplido con las normas del nivel del grado en:

ÁREAS ACADÉMICAS

Artes de Lenguaje de Inglés

- ☐ Destrezas fundamentales de lectura
- ☐ Comprenden el significado del texto
- ☐ Reglas del idioma, uso eficaz del vocabulario
- ☐ Expresión eficaz a través de la escritura
- ☐ Expresión eficaz al hablar y escuchar

Matemáticas

- ☐ Contar y cardinalidad (kínder)
- ☐ Operaciones y pensamiento algebraico
- ☐ Números y operaciones basadas en decenas
- ☐ Medidas y datos
- ☐ Geometría
- ☐ Números y operaciones-fracciones (3rd – 5th)
- ☐ Prácticas de matemáticas

Ciencias

Historia/ Estudios Sociales

Arte

Educación Física

Educación de Salud

ELD

(aprendizaje del idioma inglés)

Características y conducta de un estudiante preparado para la universidad y listo para una carrera

Se comunica y colabora eficazmente

- ☐ se comunica claramente a través del habla y la escritura
- ☐ trabaja productivamente en grupos de colaboración
- ☐ escucha, interpreta y utiliza información

Entiende otras perspectivas

- ☐ demuestra respeto y reconoce las opiniones de los demás
- ☐ resuelve los problemas de diferentes maneras

Piensa críticamente, soluciona problemas con creatividad y valora la evidencia

- ☐ aplica conocimientos y experiencias para resolver problemas
- ☐ evalúa las respuestas, explica el razonamiento
- ☐ genera ideas nuevas y creativas

Actúa de manera responsable, éticamente y es un ciudadano productivo

- ☐ trabaja independientemente y pide ayuda cuando es necesario
- ☐ sigue las reglas de la escuela y del salón
- ☐ respeta los derechos y la propiedad de la escuela y de otros
- ☐ organiza el lugar de trabajo y los materiales
- ☐ hace uso productivo del tiempo en clase y permanece concentrado en la tarea

Utiliza estratégicamente y hábilmente a la tecnología y los medios digitales

- ☐ presenta información eficazmente en una variedad de formatos
- ☐ utiliza eficazmente las tecnologías apropiadas cuando comunica
- ☐ se adhiere a las reglas que se encuentran en la política del distrito AUP

ASISTENCIA

Días tardes

Ausencia

Recomendaciones de intervención:

(Intervención: Durante el día/y después de la escuela, Tutoría: Virtual/Presencial, Escuela de Verano, etc.)

Otros Comentarios:

Este es un reporte corto de la evaluación de su niño/a. Por favor firme este papel y devuélvelo a maestro/a. Se agradece su cooperación.

Si desea hablar más acerca del progreso de su hijo/a, comuníquese con la oficina para hacer una cita con el/la maestro/a.

Firma del Maestro(a)

Fecha

Firma del administrador

Firma del padre

**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

6th Grade Mid-point Warning Notice

To the parent/guardian of

(Student Name)

Date of Birth

Grade

ELD Level

Room

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ACADEMIC SUBJECTS

English Language Arts

- ☐ Foundational Skills
- ☐ Making meaning from text
- ☐ Conventions & Vocabulary
- ☐ Effective Expression through Writing
- ☐ Effective Expression through Speaking/Listening

Mathematics

- ☐ Ratios & Proportional Relationships
- ☐ The Number System
- ☐ Expressions & Equations
- ☐ Geometry
- ☐ Statistics & Probability
- ☐ Math Practices

Science

History/S.S.

Arts

Physical Ed.

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ELD

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Absent

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LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

Aviso de Advertencia de Punto Medio-6° Grado

A los Padres o Tutores de

(Nombre del Estudiante)

Fecha de Nacimiento

Grado

Nivel de inglés

Salón

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- ☐ Expresión eficaz a través de la escritura
- ☐ Expresión eficaz al hablar y escuchar

Matemáticas

- ☐ Razones y relaciones proporcionales
- ☐ El sistema numérico
- ☐ Expresiones y ecuaciones
- ☐ Geometría
- ☐ Estadísticas y probabilidad
- ☐ Prácticas de matemáticas

Ciencias

Historia/ Estudios Sociales

Arte

Educación Física

Educación de Salud

ELD

(aprendizaje del idioma inglés)

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Firma del Maestro(a)

Firma del administrador

Fecha

Firma del padre