



# Tool XI: SFUSD Standards-Based Report Card Teacher Guide

Grade 3

## Overview

This SFUSD Standards Based Report Card Teacher Guide is a tool, which supports grade 3 teachers in completing the new Grade 3 Report Card (2016 version) for their students. The Grade 3 Report Card (2016 version) was developed in collaboration with SFUSD administrators, content offices, teachers, parents and community to provide parents with a more comprehensible communication tool that communicates their child’s progress towards achieving California standards.

*Note: This is excerpted content related to the social-emotional development rubric; the complete document contains content statements, standards, and rubrics for content areas (e.g., English/ language arts, math, etc.) as well.*

## Proficiency Level Indicators

Proficiency Level Indicators for Content Standards	
4	EXCEEDS END-OF-YEAR STANDARD: Student applies standard in ways that are in-depth and beyond what was taught.
3	MEETS END-OF-YEAR STANDARD: Student consistently demonstrates mastery of standard.
2	APPROACHING END-OF-YEAR STANDARD: Student shows some understanding of the standard and is attempting to consistently meet the standard.
1	NOT YET APPROACHING END-OF-YEAR STANDARD: Student needs more practice in understanding the standard.

## Grade 3 Social-Emotional Development Rubric

		Level on Rubric			
		1	2	3	4
		Not yet approaching end-of-year standard	Approaching end-of-year standard	Meets end-of-year standard	Exceeds end-of-year standard
Report Card Content Statements	Works/plays collaboratively with others	Requires ongoing intervention (modeling, direct instruction, etc.) to engage with others without conflict	With teacher scaffolds and supports, can collaborate with and understand perspective of others	Consistently collaborates effectively with others across school settings (recess, lunch, etc.) and relates to others with acceptance	In addition, to meeting the standard, the student: manages conflicts, embraces and incorporates others' perspectives, shows pro-social behaviors
	Regulates emotions and works with focus	Requires ongoing intervention (modeling, direct instruction, etc.) to complete tasks and manage transitions	With teacher scaffolds and supports, student can: use some strategies for regulating emotions, consider other possibilities before acting, and complete tasks	Consistently uses strategies to manage emotions, control impulses, and work independently with focus, in order to complete tasks and manage transitions	In addition, to meeting the standard, the student: identifies optimal environment for personal needs, employs multiple strategies for managing emotions, and adjusts to unexpected changes
	Approaches challenges as learning opportunities	Requires ongoing prompts to: attempt challenging tasks, seek help, continue after making a mistake	With teacher scaffolds and supports, can: re-engage when task becomes challenging, seeks help when needed, and begin to incorporate feedback	Consistently reflects on and incorporates feedback, tries multiple strategies before asking for help, is willing to revisit a challenging task	In addition, to meeting the standard, the student: seeks out feedback from others, persists in the face of setbacks, looks to the experiences of others for inspiration
	Accomplishes personal and academic goals	Requires ongoing intervention to: set and persist at achievable goals	With teacher scaffolds and supports, student can: works toward challenging but achievable goals, and can independently set modest and safe goals	Consistently, works toward challenging but achievable goals, and willing to explore new topics	In addition, to meeting the standard, the student: independently, sets challenging goals, takes risks in the service of new learning