

COMMON CORE REPORT CARDS

The Common Core standards describe what a student should know and be able to do in English Language Arts and Math at each grade level. The Common Core standards are designed to be relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers. Our District report card is aligned to the Common Core standards.

This brochure explains some of the key features of the report card and the Common Core standards for Math and English Language Arts. If you have further questions feel free to contact your student's teacher or the school principal.



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PARENT K-6 REPORT CARDS GUIDE



GRADE 1

DATES - 2017-18

REPORT CARD: DEC 14
JUNE 6

PROGRESS REPORT: OCT 13
MAR 16

ENGLISH LANGUAGE ARTS

FIRST GRADE STUDENTS WORK TOWARDS COMMON UNDERSTANDINGS IN THESE CRITICAL AREAS:

READING:

- Read and understand grade-level fiction and nonfiction (informational) texts independently, focusing on the key details of the text, and being able to retell the text to demonstrate understanding.
- Explain the differences between text types, and identify various text features.
- Build on the phonemic awareness and phonics skills learned in Kindergarten by adding long and short vowel sounds and spellings to their skills.
- Read basic two-syllable words as well as irregularly spelled words as they read grade-level text fluently and with understanding.

WRITING:

- Write independently using their knowledge of spelling patterns and phonics.
- Write opinion, narrative, and informative compositions of increasing length and depth.
- Apply grade level grammatical and punctuation rules to their writing.
- With help from their teacher and classmates, participate in simple research and writing projects and publish their work digitally.

SPEAKING & LISTENING:

- Effectively communicate with their peers and with their teacher.
- Participate in collaborative conversations with others in their classroom about grade-level topics, following rules of conversation (such as listening to others and taking turns speaking), and continuing longer conversations by responding to others and asking questions.
- Give, restate, and follow two- step directions, ask and answer questions, and give descriptive presentations to their peers, using visual displays and speaking audibly and clearly.

LANGUAGE:

- Demonstrate grade-level ability to write and speak using standard English grammatical rules and conventions.
- Determine the meanings of words (using context, and their knowledge of prefixes, suffixes, and base words) and use these words appropriately.
- With guidance and support from adults, explore word relationships and nuances of meanings, and use the new vocabulary they have acquired when speaking with others.
- Use newly acquired vocabulary appropriately when speaking and writing.

MATH

FIRST GRADE STUDENTS WORK TOWARDS COMMON UNDERSTANDINGS IN THESE CRITICAL AREAS:

- Addition, subtraction, and strategies for addition and subtraction within 20.
- Whole-number relationships and place value, including grouping in tens and ones.
- Measurement and measuring lengths using units of the same size.
- Reasoning about attributes of and composing (building) and decomposing (breaking apart) geometric shapes.



ENGLISH LANGUAGE DEVELOPMENT

(Only applicable to Language Learners)

If your student is an identified English Learner, the appropriate box will be marked stating: ***These grades are reflective of both content standards and English Language Development Standards.***

Your student's language development may change from one marking period to the next due to their language learning progression.

THE CA ELD STANDARDS ARE DESIGNED TO:

- Amplify the language knowledge, skills, and abilities of these standards, essential for school success;
- Be used **in tandem** with the CA Common Core State Standards for instruction and grading purposes;
- Create realistic expectations of what students should do with language;
- Set clear developmental stages of language;
- Provide families and caretakers with a tool for discussing learning progress and ways to support their children's language and development at home.

KEY FEATURES

Levels of Achievement: 4, 3, 2, 1

A standards-based report card's rubric approach (4,3,2,1) provides information about students' development of semester goals. Development is measured as: 4 = Thorough, 3 = Adequate, 2 = Partial, 1 = Minimal.

Your student's developmental progress may change from one marking period to the next due to a variety of factors. This means a student may meet the grade-level expectations during the first marking period, but as the expectations (rigor, language demands and/or ability) increase, the student may not demonstrate the same level of achievement during the next marking period.

Standards-based reporting separates the learning behaviors from their academic abilities while maintaining consistency among grade levels.

Effort: +, ✓, —

Effort indicates students' completion of assignments, homework, attention to detail and perseverance.

+ = Strong Effort

✓ = Adequate Effort

— = Lack of Effort