



**Santa Ana Unified School District**

# Report Card Guide

## For Parents

**GRADE**

**1**

A standards-based report card communicates progress toward meeting end-of-year learning standards. Teachers assess student performance against these learning standards, which are aligned to the new State Standards. Teachers do this by measuring individual student performance in relationship to the standards rather than in relation to the performance of other students. The report card does not reflect average grades on assignments and assessments over the trimester, but rather shows how students are progressing toward standards mastery by the end of each trimester.

Our report cards reflect the learning standards as outlined in the California State Frameworks, and the new State Standards. From the beginning of the school year, the standards-based report card keeps teachers, parents, and students focused on the desired outcomes for year-end learning goals.

The Santa Ana Unified School District places a strong value on home-school partnerships, and we view the report card as an important tool in furthering our shared understanding about student growth in academics, work habits, and social skills.

### Marks Indicating Progress Toward Standards

**4**

**Thorough understanding:**

Student **consistently and automatically applies his/her understanding** of the standard during all subjects.

**3**

**Adequate understanding:**

Student is **able to apply his/her understanding** within a particular subject.

**2**

**Partial understanding:**

Student is **able to demonstrate some of the essential skills/ concepts** related to that particular standard but has not yet fully developed his/her understanding within the areas of instruction.

**1**

**Minimal understanding:**

Student is **unable to apply the essential skills and concepts** related to that particular standard. The student is working toward mastery of his/her understanding of the standard.

**For more information about your child's report card, go online to [www.bit.ly/sausd](http://www.bit.ly/sausd)**

Describes marks used to indicate student's **work habits/social skills** E (*Excellent*), S (*Satisfactory*), N (*Needs Improvement*), U (*Unsatisfactory*).

Describes marks (4, 3, 2, 1) used to indicate student's progress towards meeting the standard/s. A mark of 4 or 3 indicates that the student meets the standard, while a mark of 1 or 2 indicates the student is still not proficient in that particular area. The / symbol means that the standard was not assessed that trimester.

**Language Fluency Level** - This information indicates a student's language fluency based on the California English Language Development Test (CELDT) for English learners.

**English Language Development Instructional Level** English learners will receive the level of BR (*Bridging*), EX (*Expanding*), and EM (*Emerging*) using the new ELD state standards.

**Reading Standards: Foundational Skills** focus on fostering a student's ability to read accurately and fluently.

**Reading Standards: Literature & Informational Text** focus on a student's ability to comprehend complex texts at his or her grade level.

**Writing & Research Standards** focus on a student's ability to plan, revise, edit, and publish three types of writing: opinion, informational, and narrative.

**Language Standards** focus on a student's application of the "rules" of English as they write and speak.

**Speaking & Listening Standards** focus on a student's oral communication and interpersonal skills.

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Student:  
Teacher:  
Perm ID:  
BirthDate:

Work Habits & Social Skills		Progress Towards Standard	
E	Excellent	4	Thorough Understanding
S	Satisfactory	3	Adequate Understanding
N	Needs Improvement	2	Partial Understanding
U	Unsatisfactory	1	Minimal Understanding
/		/	Not Assessed This Trimester

Language Fluency Information  
Language Fluency  
Instructional Program/Instructional Setting  
Services Received  
CELDT 2015-2016 Proficiency  
CELDT 2014-2015 Proficiency

Reporting Period	1
<b>District ELD Assessments</b>	
ADEPT	
Made Adequate Progress (checked if yes)	
<b>English Language Development Instructional Level</b>	
Collaborative: Converses and works with others	
Interpretive: Understands spoken and written language	
Productive: Produces spoken and written language	
<b>Reading Standards: Foundational Skills</b>	
All Foundational Skills	
Identifies and isolates spoken sounds & syllables	
Applies phonics & word analysis in decoding words	
Reads irregularly spelled words	
Reads on-level text orally with accuracy	
<b>Reading Standards: Literature &amp; Informational Text</b>	
All Reading Comprehension	
Asks & answers questions to show understanding	
Retells key details & identifies topic	
Describes characters, settings, & major events with details	
Describe how people, events, or ideas relate to each other	
<b>Writing &amp; Research Standards</b>	
Opinion Writing: Writes opinions, informative texts, & narratives during shorter time frames throughout the day	
Writes opinions based on research	
Writes informative texts based on research	
Writes narratives	
<b>Language Standards</b>	
All Language	
Uses correct grammar in writing & speaking	
Uses correct punctuation & spelling in writing	
<b>Speaking &amp; Listening Standards</b>	
General Speaking & Listening	
Participates in collaborative conversations	
Describes people, places, things, & events	

San Jose Unified School District  
REPORT TO PARENTS - 1L

School: \_\_\_\_\_  
Principal: \_\_\_\_\_  
Year: 2016-2017  
Grade: 1

L-English learner  
D-Dual Language Academy

Describes marks used to indicate student's **language proficiency** BR (*Bridging*), EX (*Expanding*), and EM (*Emerging*).

EXPLANATION OF MARKS

Standards	ELD Instructional Levels	District ELD Assessments
Understanding	BR Bridging	AD Advanced
Understanding	EX Expanding	EA Early Advanced
Understanding	EM Emerging	IN Intermediate
Understanding this Trimester		EI Early Intermediate
		B Beginning

**District ELD Assessments** – ADEPT uses the marks: B (*Beginning*) EI (*Early Intermediate*), IN (*Intermediate*), EA (*Early Advanced*), and AD (*Advanced*) to indicate the level of a student's English speaking and listening skills. In the last trimester *adequate progress* will indicate if a student is progressing at the expected rate .

	2	3	Reporting Period	1	2	3
<b>Math Standards</b>						
Overall Math						
Measures lengths using objects						
Counts to 120						
Understands place value to 99						
Fluently adds & subtracts within 10						
Uses equations for addition & subtraction to 20						
Solves problems with addition & subtraction to 20						
Can describe & compose shapes						
Tells & writes time to hour & half hour						
Uses place value to add & subtract to 100						
Understands & creates graphs & charts						
<b>Content Areas</b>						
Investigates & communicates concepts in History/Social Science						
Investigates & communicates concepts in Science						
Visual & Performing Arts						
Physical Education and Health						
<b>Work Habits</b>						
Stays on task, completes classwork						
Listens & follows directions						
Produces quality work						
Completes homework						
<b>Social Skills</b>						
Respects adults & peers						
Works well with others						
Uses self-discipline						
<b>Notifications</b>						
At Risk of Retention						
Academic Improvement Plan						

**Math Standards** focus on what a student should understand and be able to do in their study of mathematics.

**The Content Areas** address specific subjects necessary for a student's development of skills and a broad knowledge base.

**Work Habits** focus on a student's ability to complete tasks competently.

**Social Skills** focus on a student's ability to interact well with adults and peers.

**Notifications** –Information regarding possible retention and Academic Improvement Plan

## Questions to ask your child's teacher

Don't be afraid to reach out to your child's teacher—you are an important part of your child's education. Ask to see a sample of your child's work or bring a sample with you. Ask the teacher questions like:

- Is my child at the level where he/she should be at this point of the school year?
- In what ways has my child grown academically and socially so far this year?
- What do you think is giving my child the most trouble? How can I help my child improve in this area?
- Where is my child excelling? How can I support this success?



## Helping Your Child Learn Outside of School

### Language Arts



1. Provide time and space for your child to read independently. This time should be free from distractions such as television.
2. Ask your child what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics that would motivate your child to read.
3. It is also helpful when your child sees other people reading at home. You could share what you have read.
4. Start a family book club. Let different members of the family pick the book. This could be a good way to enjoy quality family time while experiencing the joy of reading together!
5. Be sure your child has a library card. Children should select books they are interested in to develop a passion for reading. Many libraries have book clubs and family activities that make reading fun for the entire family.
6. Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.

### Math



1. Look for everyday opportunities to have your child do mathematics. For example, if you open a carton of eggs and take out seven, ask, "How many are left in the carton?"
2. Play math games with your child. For example, "I'm thinking of a number. When I add five to it, I get 11. What is the number?"
3. Encourage your child to read and write numbers in different ways. For example, what are some ways that you can make the number 15? 15 can be  $10+5$ ,  $7+8$ ,  $20-5$ , or  $5+5+5$ .
4. Have your child create story problems to represent addition, subtraction, and comparisons. For example, "I have seven pennies. My brother has five pennies. How many pennies does he need to have the same number as I have? He needs two more pennies."
5. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that everyone can learn math.
6. Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.