

SJUSD FIRST GRADE PROGRESS REPORT Form A

Student _____	ID # _____
School _____	Birth date _____
Teacher _____	Year 2002-2003

All Students: Form A / English Learners: Forms A & B
English Learners in SEI: Form B for Languages Arts and Form A for all other classes
English Learners in Bilingual Program: Form B for ELD and Form A for all other classes
 Success for All

	FALL	WINTER	SPRING
READING STANDARDS English / Spanish			
Concepts About Print			
Phonemic Awareness			
Vocabulary and Concept Development			
Decoding and Word Recognition			
Fluency Rate (Words Read per Minute)			
Reading Level (90% accuracy)	Lv	Lv	Lv
Reads 100 high frequency words correctly	/100	/100	/100
Reading Comprehension			
Identifies plot, setting, characters, and beginning, middle, and end			
Recalls and talks about books read during the year			
Effort (Rubric N I S E)			
WRITING STANDARDS English/Spanish			
Selects a focus when writing and uses descriptive words			
Prints legibly; spaces letters, words, and sentences correctly			
Writes brief narrative describing an experience			
Writes brief expository description of a person, place, thing			
Uses correct sentence structure and grammar			
Uses correct punctuation and capitalization			
Uses correct spelling in written work and tests			
Spells 100 high frequency words correctly			/100
Effort (Rubric N I S E)			
Performance Based Assessment			
LISTENING AND SPEAKING STANDARDS E/S			
Gives, restates, and follows simple two-step directions			
Recites poems, rhymes, and songs			
Relates a story or life event in logical sequence			
Listens and asks questions for clarification			
Effort (Rubric N I S E)			

Teacher's Comments for Fall	At Risk for Retention <input type="checkbox"/>
	Parent attended Conference <input type="checkbox"/>
Parent Signature _____	Date _____

1	<i>Skills not assessed are left blank</i>	1 Below grade level standard	2 Approaching grade level standard	3 At grade level standard	4 Exceeds grade level standard	+ Consistently at grade level
	E EFFORT & BEHAVIOR RUBRIC	N Needs Improvement	I Improving	S Satisfactory	E Excellent	√ Inconsistently at grade level x Rarely at grade level

If subject is marked with *, student is receiving modified curriculum per SST, 504 Plan or IEP

	FALL	WINTER	SPRING
MATHEMATICS STANDARDS English/Spanish			
Counts, reads, and writes numbers to 100	/100	/100	/100
Compares and orders numbers to 100 using the symbols for less than, equal to, or greater than (<, >, =)			
Groups and counts objects by ones and tens			
Counts by 2's, 5's, and 10's			
Basic facts - sums to 20 (circle denotes weakness)	+ -	+ -	+ -
Solves addition and subtraction problems with one- and two-digit numbers and three one-digit numbers			
Knows value of pennies, nickels, dimes, and quarters			
Writes and solves addition & subtraction number sentences			
Understands the meaning of the symbols +, -, =			
Describes and creates repeating patterns			
Compares length, volume, and weight of objects using standard and nonstandard units			
Tells time to the nearest half hour			
Identifies, describes, classifies, and compares shapes			
Sorts and describes objects and data			
Collects, represents, and compares data using graphs			
Mathematical Reasoning and Communication			
Effort (Rubric N I S E)			
Performance Based Assessment			
SCIENCE STANDARDS English/Spanish			
Understands and applies the concepts of physical, life, earth, and space science			
Thinks scientifically			
Conducts scientific investigations			
Understands and uses scientific tools and technologies			
Communicates scientific information and processes			
Understands how developments in science and technology affect society and the environment			
Effort (Rubric N I S E)			

Teacher's Comments for Winter	Possible Retention <input type="checkbox"/>
Parent Signature _____	Date _____

	FALL	WINTER	SPRING
PROGRAMS, SERVICES & ATTENDANCE (√)			
English Learner (if checked see Form B)			
Bilingual			
Structured English Immersion (SEI)			
Migrant Education			
Speech / Language			
Title I			
Special Education RSP / SDC			
No. Attendance Days in Grading Period			
Number of Days Tardy			
Number of Days Absent			
Absences / Tardies affect learning (Y=Yes)			

	FALL	WINTER	SPRING
HISTORY/SOCIAL SCIENCE STANDARDS E/S			
Uses maps and globes			
Gathers information			
Shows understanding of school and community			
Effort (Rubric N I S E)			
TECHNOLOGY STANDARDS			
Knows and uses basic computer skills - LLS 6			
Effort (Rubric N I S E)			

	FALL	WINTER	SPRING
OTHER SUBJECTS (N I S E)			
Music, Visual, and Performing Arts			
Health			
Physical Education			
Gross Motor Skills			
Fine Motor Skills			

	FALL	WINTER	SPRING
EFFORT AND BEHAVIOR Lifelong Learning Standards (N I S E)			
Follows oral and written directions - LLS 1, 3			
Uses time appropriately - LLS 3			
Works independently - LLS 3			
Completes class work on time - LLS 3			
Completes homework on time - LLS 3			
Follows classroom rules - LLS 5			
Follows playground rules - LLS 5			
Works, shares, and plays cooperatively - LLS 2, 4			
Respects rights and property of others - LLS 4, 5			

Teacher's Comments for Spring	Retained <input type="checkbox"/>
	Promoted to Grade <input type="checkbox"/>
Teacher Signature _____	Date _____



READING STANDARDS

Decoding & Word Recognition: Students decode words using their knowledge of phonics, syllabication, and plurals. They read and recognize common abbreviations.

Fluency Rate: Students read 90 wpm fluently.

Vocabulary and Concept Development: Students know prefixes, suffixes, antonyms, synonyms, compound words, and words with multiple meanings.

Reading Comprehension: Students use grade level material and a variety of strategies to understand new information (ask questions, restate facts and details, recognize cause and effect relationships, read charts and graphs). They use titles, table of contents, and chapter headings to locate information in expository text.

Literary Response and Analysis: Students read and respond to a variety of literature.

WRITING STANDARDS

Strategies: Students write clear and coherent sentences that develop a central idea and show they consider the audience and purpose. Students progress through the stages of the writing process.

Applications: Students write narratives that have a logical sequence of events based on their experiences. They write letters including the date, salutation, body, closing, and signature.

Written and Oral Conventions: Students write in complete sentences with proper word order. They know and use parts of speech including nouns and verbs. They use commas in the greeting and closing of letters, in dates, and in items in a series. They use quotation marks. They capitalize beginning words in a sentence, proper nouns, months and days of the week, and titles and initials of people.

Spelling: Students spell frequently used irregular words and basic vowel and consonant blend patterns. They spell grade level words in written work and on tests.

LISTENING AND SPEAKING STANDARDS

Students listen and respond to oral communication. They deliver recitations and make oral presentations on topics of interest or topics with which they are familiar.

TECHNOLOGY STANDARDS

Students know and use basic computer skills. They use computer software and basic commands and options.

MATHEMATICS STANDARDS

Number Sense: Students order and compare numbers to 1000. (Benchmarks: Fall 300, Winter 600) They use symbols (<, =, >) to compare and order numbers. They understand and use the inverse relationship between addition and subtraction to solve problems and check solutions. They can name fractions from 1/12 to 1/2. Students solve problems using the decimal notation, and \$ and ¢ symbols for money.

Algebra & Functions: Students simplify mental calculations and check results. They solve problems using data from simple charts, picture graphs, and number sentences.

Measurement & Geometry: Students measure to the nearest inch and/or centimeter and know relationships of time (minutes in an hour, days in a month, weeks in a year). Students identify shapes according to the number and shape of faces, edges, and vertices.

Statistics, Data Analysis & Probability: Students organize, display, and interpret the data on bar graphs and other representations.

Mathematical Reasoning and Communication: Students use skills and strategies to solve problems. They explain their reasoning and justify their approach. They set up, solve, and identify connections between one problem and another.

Basic Facts: Students know the multiplication tables of two's, five's, and ten's (to "times 10") and commit them to memory.

SCIENCE STANDARDS

Students learn that everything in the environment is classified as living or non-living; living organisms grow, change, and have basic needs. They learn how people use Earth's natural resources. They discover how scientists find fossils of plants and animals and learn about the Earth long ago. They observe that matter can be physically and chemically changed and that energy can cause these changes. They learn that energy exists in several forms and then study the nature of sound. They investigate how forces change the motion of objects. Students develop science process skills such as observing, comparing, classifying, measuring, predicting, experimenting, recording, and interpreting data, drawing conclusions, and communication.

HISTORY/SOCIAL SCIENCE STANDARDS

Students use the legend, scale and key of maps and globes to determine the location and information about places. They compare documentary sources on historical figures and events with fictionalized characters and events. Students understand how countries make and carry out laws. They describe the ways in which groups and nations interact with one another.

PROGRESS REPORTING

These marks are used to indicate a student's grade level proficiency, based on the academic content standards.

GRADE LEVEL PERFORMANCE STANDARDS

1 = Below the grade level standard: At this time of the year, the student is not meeting the standards for second grade. The student is working below grade level.

2 = Approaching the grade level standard: At this time of year, the student grasps and applies key concepts, processes, and skills for second grade, but produces work that is still not at grade levels.

3 = At the grade level standard: At this time of the year, the student regularly demonstrates proficiency in the majority of the standards for second grade. The student, with limited errors, grasps and applies key concepts, processes, and skills.

4 = Exceeds the grade level standard: At this time of the year, the student often exceeds the standards for second grade. The student, with relative ease, grasps, applies, and extends key concepts, processes, and skills beyond the second grade level.

EFFORT AND BEHAVIOR STANDARDS

These marks are used to indicate a student's effort.

N = Needs Improvement: Indicates the student does not meet the effort and behavior expectations for his or her ability.

I = Improving: Indicates the student does not meet the effort and behavior expectations for his or her ability but recognizes student is trying and showing improvement.

S = Satisfactory: Indicates the student regularly meets the effort and behavior expectations for his or her ability.

E = Excellent: Indicates the student consistently meets and regularly exceeds the effort and behavior expectations for his or her ability.

LIFELONG LEARNING STANDARDS

These behaviors indicate how a second grader will demonstrate their progress toward mastery of SJUSD Life Long standards.

1. Effective Communicator: Expresses ideas in a variety of ways.

2. Informed Thinker: Identifies, defines, and solves problems.

3. Self directed Learner: Reflects on their attitudes and behavior.

4. Collaborative Worker: Makes relevant contributions to group.

5. Responsible Member: Recognizes and shows respect for people with diverse backgrounds.

6. Information Processor: Selects and uses relevant information.