

Los Gatos Union School District



Standards-Based Report Card

First Grade

Parent Handbook 2018 - 2019

Dear Parents and Guardians,

The Los Gatos Union School District’s new *Standards-Based Report Card* is fully aligned with the State of California’s Common Core Standards. The scores on the report card do not reflect every standard taught and assessed during the school year, but rather the prioritized standards selected by the district’s grade-level teams. Prioritized standards were selected because they were considered high leverage standards that are indicators of future academic success. These prioritized standards are reported on in the scope and sequence designed by teacher teams. The following documents show these selected prioritized standards in the corresponding trimester that they are taught and formally assessed.

We hope the Standards-Based Report Card is a useful tool that enhances school and home communication, and that it provides the basis for ongoing dialogue to support each student’s success.

Sincerely,

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Table of Contents

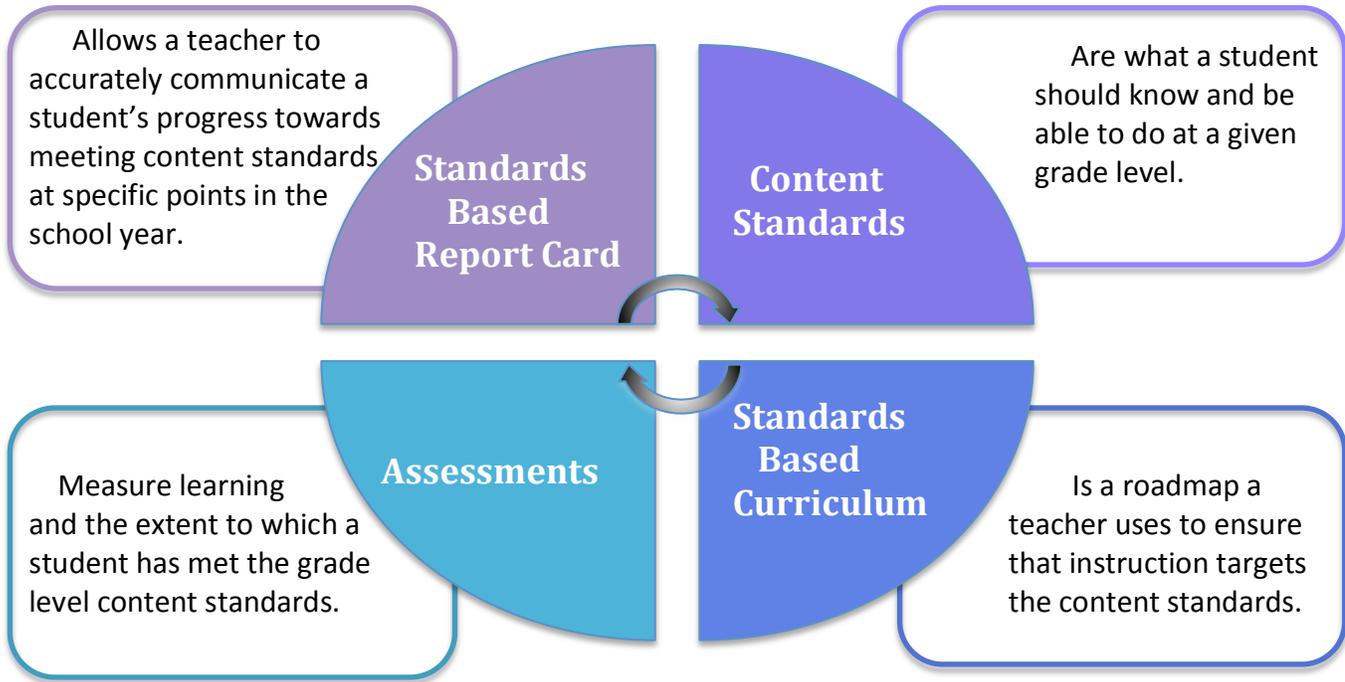
Components of a Standards Based System 3

Definitions of Proficiency Levels 4

Frequently Asked Questions..... 5

Prioritized Standards for the Report Card by Trimester..... 7

Components of a Standards-Based System



TRADITIONAL SYSTEMS	STANDARDS-BASED SYSTEM
<ul style="list-style-type: none"> Major subjects listed by name only 	<ul style="list-style-type: none"> Content standards and grade-level indicators define major subjects
<ul style="list-style-type: none"> One grade per subject 	<ul style="list-style-type: none"> One grade for each goal within a subject area
<ul style="list-style-type: none"> Percentage system Criteria often unclear or assumed to be known 	<ul style="list-style-type: none"> Criterion-referenced standards and goals Publicly published criteria/targets
<ul style="list-style-type: none"> Uncertain mix of achievement/attitude/effort/behavior Includes group scores 	<ul style="list-style-type: none"> Achievement only Individual evidence only
<ul style="list-style-type: none"> Everything is scored and included regardless of when it was completed in the grading period 	<ul style="list-style-type: none"> Most recent evidence emphasized
<ul style="list-style-type: none"> Grades "calculated" 	<ul style="list-style-type: none"> Grades "determined" by measuring progress towards meeting standards
<ul style="list-style-type: none"> Varied quality of assessments 	<ul style="list-style-type: none"> Quality assessments only and data carefully recorded
<ul style="list-style-type: none"> Teacher decides and announces grades 	<ul style="list-style-type: none"> All aspects of grading discussed with students

Progress Towards Standards

In grades kindergarten through fifth grade, there are three trimesters per school year. At the end of each trimester, teachers will provide information about your student's progress on the Standards-Based Report Card.

For each reporting period, students are evaluated based on their progress in specific, prioritized standards or learning objectives taught during the trimester.

The final report card reflects the student's end-of-year progress in mastering the prioritized standards for that grade level. Proficiency levels are broadly defined as follows:

SCORING

On a Standards-Based Report Card, a mark of "3" is the expected goal for students, which indicates that the student is meeting the requirements of the academic standards for his/her grade level. Marks of "3" and "2" both indicate that a student is working within the expectation of his/her grade level. The difference is the level of independence and support a student needs to demonstrate mastery. The goal is that students will achieve a "3" by the end of the year for each grade-level standard. Learners are scored on their progress made toward mastery of the expectations set forth for each marking period.

3

Adequate Understanding of Grade Level Common Core State Standards

A mark of "3" indicates that the student's progress meets grade-level expectations as demonstrated by evidence which shows individual understanding and consistent application of grade-level concepts. This student has met the expectation independently and requires little to no adult support to demonstrate proficiency after instruction has been delivered.

2

Partial Understanding of Grade Level Common Core State Standards

A mark of "2" indicates that the student has basic understanding of, or partially meets grade-level expectations. The student's progression of skills and information is in the expected range, but he/she still requires support and assistance to meet the requirements of the academic standard for his/her grade-level.

1

Minimal Understanding of Grade Level Common Core State Standards

A mark of "1" indicates that the student has minimal understanding of or consistently does not meet grade-level expectations. Student is not meeting the requirements of the grade-level standard at this time. His/her instructional level is characterized as requiring teacher support and differentiation/accommodations or modifications.

Frequently Asked Questions about Standards Based Grading and Reporting

What are standards based report cards?

On many traditional report cards, students receive one grade for reading, one for math, one for science and so on. On a standards-based report card, each of these subject areas is divided into a list of skills and knowledge that students are responsible for learning. Students receive a separate mark for each standard.

Goals of our standards based report card:

1. Clarify and reinforce consistent, high expectations for all students and schools.
2. Help teachers, students, and families focus on the standards throughout the school year.
3. Provide specific feedback on progress to the standards so students, families, and teachers can work together to set meaningful goals for improvement.

Why are we updating our report card?

Aligning classroom instruction, assessment, and feedback to students and families to the rigorous Common Core State Standards is essential to improving teaching and learning. The revised, K-5 standards-based report card is only one component in this effort. Other efforts include classroom assessments based on standards, student and parent conferences, and the use of Common (district-wide) Benchmark Assessments in both Math and English Language Arts. Each of these creates an opportunity for individual and groups of teachers to reflect on student learning and their own practice, and use meaningful, standards-specific feedback to empower students and engage families in monitoring student progress and improving learning.

How can I tell the District's report cards are aligned to the California Standards?

The Los Gatos Union School District's new Standards Based Report Card is fully aligned with the state of California's Common Core Standards. The report card features every domain, heading, and subheading from the Common Core State Standards. Go to <http://www.cde.ca.gov/re/cc/> to have full access to all of the California State Standards.

How will teachers determine the grades?

Teachers will determine grades using the Los Gatos Union School District's Common Benchmark Assessment given at the end of each trimester in both Math and English Language Arts. The Common Benchmark Assessment is used by teachers to assess prioritized standards. However, the Common Benchmark Assessment is not the only information that teachers use to assign a grade to a student. Teachers will also use classwork and formative assessment data collected during the trimester to inform the grades they assign on the prioritized standards.

How frequently will report cards be distributed?

Report cards will be distributed three times during the school year using a trimester timeline. Each marking period is approximately 13 weeks long. The dates of the marking periods are indicated on the district calendar.

What is the difference between Curriculum, Grading, and Reporting?

The curriculum covers all of the state standards and places them in a logical scope and sequence in a yearlong plan. Grading is the feedback given to students detailing progress towards mastery of grade level standards or expectations. Teachers are reporting progress to parents on prioritized standards, which are commonly assessed across the district and appear on the report card at the end of each trimester.

Prioritized Standards for Report Card (per Trimester)*Prioritized Standards are subject to changes***First Grade Common Core ELA Curriculum Map - Trimester 1****Prioritized ELA Standards**

Use the following standards when evaluating a student's progress for this trimester.

Standard	Reading Standards for Literature and Informational Text
<i>Craft and Structure</i>	
1.RL.04	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.)
<i>Integration of Knowledge and Ideas</i>	
1.RL.07	Use illustrations and details in a story to describe its characters, setting, or events.
Standard	Reading Standards for Foundational Skills
<i>Phonological Awareness</i>	
1.RF.02c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes), in spoken single-syllable words.
Standard	Writing
<i>Text Types and Purposes</i>	
1.W.01	Write opinion pieces, in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Standard	Speaking and Listening
<i>Comprehension and Collaboration</i>	
1.SL.02a	Give, restate, and follow simple two-step directions.
Standard	Language
<i>Conventions of Standard English</i>	
1.L.01a	Print all upper- and lowercase letters.

First Grade Common Core Math Curriculum Map - Trimester 1**Prioritized Math Standards**

Use the following standards when evaluating a student's progress for this trimester.

Standard	Operations and Algebraic Thinking
Standard	Number and Operations in Base Ten
Standard	Measurement and Data
Standard	Geometry
<i>Reason with their shapes and their attributes.</i>	
1.G.01	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

First Grade Common Core Music Curriculum Map - Trimester 1

Prioritized Music Standards

Use the following standards when evaluating a student's progress for this trimester.

Standard	Artistic Perception
Standard	Creative Expression
<i>Apply Vocal and Instrumental Skills</i>	
1.CE.02.2	Sing age-appropriate songs from memory
Standard	Historical and Cultural Context
Standard	Aesthetic Valuing
Standard	Connection, Relationships, Applications

Prioritized Standards for Report Card (per Trimester)

Prioritized Standards are subject to changes

First Grade Common Core ELA Curriculum Map - Trimester 2	
Prioritized ELA Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Reading Standards for Literature and Informational Text
<i>Key Ideas and Details</i>	
1.RL.02	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Standard	Reading Standards for Foundational Skills
<i>Phonological Awareness</i>	
1.RF.02b	Orally produce single-syllable words by blending sounds including consonant blends.
<i>Phonics and Word Recognition</i>	
1.RF.03a	Know the spelling-sound correspondences for common consonant digraphs.
<i>Fluency</i>	
1.RF.04a	Read on-level text with purpose and understanding.
Standard	Writing
<i>Text Types and Purposes</i>	
1.W.03	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Standard	Speaking and Listening
Standard	Language
<i>Vocabulary Acquisition and Use</i>	
1.L.04b	Use frequently occurring affixes as a clue to the meaning of a word.

First Grade Common Core Math Curriculum Map - Trimester 2	
Prioritized Math Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Operations and Algebraic Thinking
<i>Represent and solve problems involving addition and subtraction.</i>	
1.OA.01	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
<i>Add and subtract within 20.</i>	
1.OA.06	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Prioritized Standards for Report Card (per Trimester)

First Grade Common Core Math Curriculum Map - Trimester 2 (cont.)	
Prioritized Math Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Operations and Algebraic Thinking
<i>Work with addition and subtraction equations</i>	
1.OA.07	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i>
Standard	Number and Operations in Base Ten
<i>Extend the counting sequence.</i>	
1.NBT.01	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
Standard	Measurement and Data
Standard	Geometry

First Grade Common Core Music Curriculum Map - Trimester 2	
Prioritized Music Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Artistic Perception
Standard	Creative Expression
<i>Apply Vocal and Instrumental Skills</i>	
1.CE.02.2	Sing age-appropriate songs from memory
Standard	Historical and Cultural Context
Standard	Aesthetic Valuing
Standard	Connection, Relationships, Applications

Prioritized Standards for Report Card (per Trimester)

Prioritized Standards are subject to changes

First Grade Common Core ELA Curriculum Map - Trimester 3	
Prioritized ELA Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Reading Standards for Literature and Informational Text
Standard	Reading Standards for Foundational Skills
<i>Print Concepts</i>	
1.RF.01a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<i>Phonological Awareness</i>	
1.RF.02d	Segment spoken single-syllable words into their complete sequence of individual sounds.
<i>Phonics and Word Recognition</i>	
1.RF.03b	Decode regularly spelled one-syllable words.
<i>Fluency</i>	
1.RF.04b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Standard	Writing
<i>Text Types and Purposes</i>	
1.W.02	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Standard	Speaking and Listening
Standard	Language
<i>Conventions of Standard English</i>	
1.L.02b	Use end punctuation for sentences.

First Grade Common Core Math Curriculum Map - Trimester 3	
Prioritized Math Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Operations and Algebraic Thinking
<i>Add and subtract within 20.</i>	
1.OA.06	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
<i>Work with addition and subtraction equations</i>	
1.OA.07	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i>

Prioritized Standards for Report Card (per Trimester)

Prioritized Standards are subject to changes

First Grade Common Core Math Curriculum Map - Trimester 3 (cont.)	
Prioritized Math Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Number and Operations in Base Ten
<i>Use place value understanding and properties of operations to add and subtract.</i>	
1.NBT.04	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
Standard	Measurement and Data
<i>Measure lengths indirectly and by iterating length units.</i>	
1.MD.02	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>
<i>Tell and write time.</i>	
1.MD.03	Tell and write time in hours and half-hours using analog and digital clocks.
Standard	Geometry

First Grade Common Core Music Curriculum Map - Trimester 3	
Prioritized Music Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Artistic Perception
Standard	Creative Expression
<i>Apply Vocal and Instrumental Skills</i>	
1.CE.02.2	Sing age-appropriate songs from memory
Standard	Historical and Cultural Context
Standard	Aesthetic Valuing
Standard	Connection, Relationships, Applications