

Advantages of a Standards-Based Report Card

In addition to providing you and your student with greater detail about achievement and progress toward grade level standard, the standards-based report card has other advantages. A standards-based grading and reporting system will:

- Allow students more than one opportunity to show what they know, understand, and can do
- Make grading more clear and consistent
- Give feedback to students and parents so that students can work to improve their performance or redo an assignment
- Connect grading and reporting to district standards

The ultimate goal of all achievement reporting is the improvement of the educational and developmental experiences of all children. Our grading system will help our district accomplish this goal.

Report Card Standards vs. Benchmark Assessments

Standard scores represent a student's growth toward end-of-year standards and is based on a variety of daily assignments. **Benchmark assessment scores** represent a one time assessment score that does not necessarily show a student's complete progress towards end of year standard.

Additional Content Standards

Content Standards for Science, History-Social Science, Health, Physical Education, and Visual & Performing Arts can be found at the California Department of Education's website:

<http://www.cde.ca.gov/be/st/ss/>

Technology Literacy Standards can be found at the International Society for Technology in Education's website:

<http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETSforStudents2007.htm>

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First Grade Standards for Grading and Reporting



*“Preparing students of
all ages and abilities
to succeed in an
ever-changing world”*

Mathematics

Number Sense

Students understand and use numbers up to 100

- Count, read, and write whole numbers to 100
- Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than
- Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions
- Count and group objects in ones and tens
- Identify and know the value of coins and show different combinations of coins that equal the same value

Students demonstrate the meaning of addition and subtraction and use these operations to solve problems

- Use the inverse relationship between addition and subtraction to solve problems
 - Identify one more than, one less than, 10 more than, and 10 less than a given number
 - Count by 2s, 5s, and 10s to 100
 - Show the meaning of addition and subtraction
 - Find the sum of three one-digit numbers
- Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places*
- Make reasonable estimates when comparing larger or smaller numbers

Algebra and Function

Students use number sentences with operational symbols and expressions to solve problems

- Write and solve number sentences from problem situations that express relationships involving addition and subtraction
- Understand the meaning of the symbols +, -, =

Geometry and Measurement

Students use direct comparison and nonstandard units to describe the measurements of objects

- Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit
- Tell time to the nearest half hour and relate time to events

Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space

- Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects
- Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification
- Give and follow directions about location
- Arrange and describe objects in space by proximity, position and direction

Statistics, Data Analysis and Probability

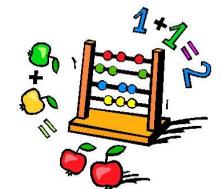
Students organize, represent, and compare data by category on simple graphs and charts

- Sort objects and data by common attributes and describe the categories
 - Represent and compare data by using pictures, bar graphs, tally charts and picture graphs
- Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms or colors*
- Describe, extend and explain ways to get to a next element in simple repeating patterns

Math Reasoning

Students make decisions about how to set up a problem

- Determine the approach, materials and strategies to be used
 - Use tools and strategies, such as manipulatives or sketches, to model problems
- Students solve problems in reasonable ways and justify their reasoning*
- Explain the reasoning used with concrete objects and/or pictorial representation
 - Make precise calculations and check the validity of the results in the context of the problem



Language Arts

Frequency and Variety of Reading

- Reads four or more books daily
- Reads some favorite books many times in order to gain deeper understanding
- Reads own writing and sometimes the writing of classmates
- Reads functional messages encountered in the classroom
- Listens to two to four books or other texts read aloud daily
- Listens to at least one book or chapter read aloud daily that is longer and more difficult than what can be read independently or with assistance



Discussing (Listening and Speaking)

- Gives reactions to books with back up reasoning
- Listens carefully to others
- Relates contributions to what others have said
- Demonstrates the ability to retell and summarize
- Discusses at least one book read independently, with another student or a group
- Compares two books by the same author
- Gives and follows 2- and 3-step oral directions

Accuracy and Fluency

- Reads aloud unfamiliar Level H books fluently with 95% accuracy or better after being given a book introduction
- Reads independently and fluently using intonation, pauses and emphasis that signal the structure of the sentence and the meaning of the text
- Uses the cues of punctuation to guide fluency and meaning

Self-Monitoring and Self-Correction Strategies

- Uses a variety of strategies to solve problems
- Notices when what has been read does not make sense, sound right or look right
- Solves reading problems with automaticity

Comprehension

- Retells stories using sequence and logical order
- Begins to summarize informational and narrative passages
- Describes in own words what new information he/she gained from the text
- Generates and responds to questions about the book's content
- Makes and confirms predictions about what might happen next and states why
- Relates prior knowledge to textual information

Vocabulary

- Learns new words and word meanings as they are encountered in books and conversation
- Makes sense of new words by how they are used in context

Concepts About Print

- Identifies the title and author of a book
- Matches oral words to printed words
- Identifies letters, words, sentences

Phonemic Awareness

- Separates sounds in a word by saying each sound aloud
- Distinguishes long and short vowel sounds in pronounced words
- Creates and states a series of rhyming words, including those that begin with consonant blends
- Adds, deletes or changes target sounds to change words

Decoding and Word Recognition

- Reads text containing regular letter- sound correspondence and uses them to recognize or figure out regularly spelled one- and two-syllable words
- Uses onsets and rimes to create and/or read new words that include blends and digraphs
- Recognizes about 150 high-frequency words encountered in reading
- Reads compound words and contractions

Frequency and Variety of Writing

- Writes daily
- Generates topics and content for writing
- Rereads his/her work often to ensure that others will be able to read it
- Revises, edits and proofreads as appropriate
- Uses the stages of the writing process as appropriate
- Applies some commonly agreed-upon criteria to self evaluate work

Sharing Events, Telling Stories: Narrative Writing

- Decides where to begin within a sequence of events
- Writes about two or more appropriately sequenced events
- Uses drawings, diagrams, or other suitable graphics
- Uses gestures, intonations and role-played voices in oral renditions
- Demonstrates a growing awareness of author's craft by employing some writing strategies
- Begins to recount not just events but reactions, signaled by phrases

Informing Others: Informational Writing

- Gathers information pertinent to a topic
- Sorts information into major categories
- Reports information to others

- Recognizes and excludes extraneous information when prompted
- Uses pictures, diagrams, maps and other graphics that enhance the reader's understanding of the text

Getting Things Done: Functional Writing

- Gives instructions
- Describes the steps one must take to make or do a particular thing using appropriate sequence and a few details
- Claims, marks or identifies objects and places
- Uses drawings, diagrams or other suitable graphic

Producing and Responding to Literature

- Uses a text to help write in a specific genre
- Demonstrates an awareness of and an ability to reproduce some of the literary language styles heard and read
- Writes stories, memoirs, poems and other literary forms
- Reenacts and retells stories, songs, poems and other literary works
- Produces simple evaluative expressions about the text
- Makes simple comparisons of text to events or people in his/her own life
- Compares two books by the same author

Style and Syntax

- Uses one's own language
- Varies sentence openers instead of relying on the same sentence stem

- Takes on the language of authors
- Mimics sentences from various genres

Vocabulary

- Uses one's own language
- Produces writing that uses the full range of words in his/her speaking vocabulary
- Takes on the language of authors
- Uses newly learned words from reading, read alouds, words on classroom walls and conversations

Spelling

- Produces writing that contains a large portion of correctly spelled, high-frequency words, familiar words, and word endings
- Writes text that usually can be read by the child and others regardless of the scarcity of correctly spelled words
- Draws on a range of resources for deciding how to spell unfamiliar words

Punctuation, Capitalization

- Demonstrates interest and awareness by approximating the use of some punctuation

Penmanship

- Prints legibly
- Spaces letters, words and sentences appropriately

What are the Benchmark Assessments and What Do They Measure?

The Reading Performance Based Assessments are given to a student to assess reading readiness and track growth in reading. [Early Literacy Behaviors](#), [Letter Recognition](#) and [Word Writing](#) are given until the standard is met for each assessment. When the standard is met (in Kindergarten or First or Second Grade) the "met standard" box will have a check and the assessment will not be given again. [Independent Text Level](#) will be tested every year Kindergarten through Fifth Grade.

Early Literacy Behaviors

Students demonstrate that they can find specific words within a text and match the words they hear with words they read. Most students reach this standard by the end of Kindergarten.

Letter Recognition

Students say the names of the uppercase and lowercase letters of the alphabet. Most students reach this standard by the end of Kindergarten.

Word Writing

Students write all the words they know within ten minutes or less to demonstrate their word writing knowledge. A student may not reach the standard for this assessment until Second Grade.

Independent Text Level

Students demonstrate the level at which they can read and understand a book independently. The teacher, parent and/or student can use the level as a guide for choosing "just-right" books for independent reading.

Writing

Students demonstrate their ability to write well in response to a writing prompt. This benchmark is given every year, Kindergarten through Fifth Grade.

