



Report Card Family Guide: Grade 1

Manteca Unified Families,

We value working together to support your child’s education and growth. MUSD has created the Standards Based Report Card (SBRC) as an effective communication tool between you and your child's teacher regarding your child’s progress toward mastering state grade-level standards throughout the school year. These standards identify what students should know and be able to do by the end of the grade level.

This **Report Card Family Guide** has been specially designed to support MUSD families with understanding your child’s report card and how you can support learning from home. One of the most impactful ways a parent/family can support is by encouraging a love of learning. Families can do this by being excited and interested about what their child is learning in class.

In this document you will find:

- Important learning standards in each subject or area for the grade level
- Guidance for families about ways they can support their child’s learning
- Additional resources for families

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Overview of Report Cards

The MUSD purpose of the standards-based report card is to clearly communicate student performance toward grade-level standards and expectations to our families. A standards-based report card is designed to provide accurate information about student performance and growth in meeting the standard. In other words, rather than focusing on a percentage or number of points obtained, standards-based reporting focuses on student understanding or competency in each standard.

All MUSD students in grades TK-6 will receive marks in the following areas: Habits of Success, English Language Arts, History/Social Studies, Mathematics, Science, Physical Education, Visual and Performing Arts, and Technology. Students who are English Language Learners receive additional marks indicating their progress in learning English Language Development Standards.

Standards-Based Report Card Marks

On the Standards-Based Report Card, students receive marks indicating their current level of progress toward end-of-year expectations for grade-level standards. Marks on the report card are reported as the following letter abbreviations **EX**, **PR**, **AP**, **BE** for each of the four proficiency scale levels. Refer to the following chart to view the proficiency marks and descriptions.



MUSD K-6 Proficiency Scale	
Exceeded (EX)	Student has demonstrated mastery of grade level standards and is able to extend and apply concepts with a greater depth of understanding to new situations.
Proficient (PR)	Student demonstrates mastery of grade level standards.
Approaching (AP)	Student shows basic understanding and is progressing toward mastery of the grade level standard.
Beginning (BE)	Student is beginning to demonstrate understanding but is not yet meeting grade-level standards.
Insufficient (IN)	Student has not demonstrated enough evidence to assess the grade level standards.

Goal Setting with Your Child's Teacher

What is the purpose of the Goal Setting Conference?

The Goal Setting Conference provides an opportunity to establish relationships between students, teachers, and families based on feedback and support. Goal setting helps students take ownership of their learning. These conferences differ from a traditional parent-teacher conference, which only allows for discussion after teaching and learning have taken place.

Teachers share information based on the individual student such as anecdotal records, participation, work samples, formative assessments, MAP student profile data, and other relevant data.

Effective goal setting helps students understand how their learning is measured. When students own their learning goals, with the support of their teacher, it encourages them to be lifelong learners.

Before the Goal Setting Conference:

- Make sure you have a scheduled conference time. If you need to cancel the scheduled time, contact the teacher to schedule a different time.
- Review your child's work.
- Talk with your child about their progress in school.
- Think about your child's strengths and challenges.
- Make a list of questions about your child's development and ways you and the teacher can help your child with some of their challenges. Examples: Is my child at the level they should be at this point in the school year? In what areas is my child excelling? How is their attendance? What can I do to help my child with upcoming work?
- Think about ways you would like to be involved in your child's learning, so you can discuss them with the teacher.

At the Goal Setting Conference:

- Be prepared for a two-way conversation to learn about your child's social and emotional and academic progress at school. This is also an opportunity for the teacher to learn about what your child is like at



home. When you tell the teacher about your child’s skills, interests, needs and dreams, the teacher can help your child more.





- Ask to see information about your child’s attendance and academic progress at school.
- Make a goal and a plan with your child's teacher to ensure your child's success.
- Schedule another time to talk if you need to continue the conversation past the allotted amount of time.
- Ask your child's teacher how best to communicate with them.

After the Goal Setting Conference:

- Talk with your child about what you learned.
- Follow up with the teacher about your child’s development and the plan created during the conference.

Habits of Success

At MUSD, we believe in the importance of developing students who are knowledgeable and have the attributes to be successful learners. Therefore, our goals for students include demonstration of attributes and academic performance. The Habits of Success are behaviors that lead to one’s success as a student and as a productive member of society.

 <p>Follow school rules, routines, and class expectations.</p>	 <p>Prepared, organized, and on task.</p>
 <p>Completes assignments on time.</p>	 <p>Respects and collaborates well with others</p>

Additional Resources for Families

- Toolkits for parents for each age level can be found in English and Spanish at: parenttoolkit.com
- Social-Emotional Learning information can be found at: casel.org/social-and-emotional-learning



English Language Arts

Students will continue to build the connections of reading, writing, and language. In reading, they retell stories with details and describe the characters and settings. They ask questions about books and use illustrations and words to answer questions. First graders write their own stories with at least two events with some details and write about a topic or opinion with reasons and a beginning conclusion. They will memorize poems and songs and tell them with expression.

First graders will:

Grade 1 Reported English Language Arts Standards	
Reading Foundational Skills	Orally demonstrate grade-level phonological awareness
	Read digraphs, vowel teams, long and short vowel words.
	Read grade-level high-frequency words.
	Read grade-level text with sufficient accuracy and fluency to support comprehension
Reading Literature	Ask and answer questions about key details in a narrative text.
	Retell stories with key details and identify the message
Reading Informational Text	Ask and answer questions about key details in an informative text
	Identify the main topic and retell key details of the text.
Writing	Write an informative, narrative or opinion text with relevant content on topic, including some details and provides a sense of closure.
Language	Demonstrate the conventions of standard English (capitalization, punctuation, and grade appropriate spelling) when writing.
	Determine or clarify the meaning of unknown and multiple meaning words using a variety of strategies including context clues and base words.
Listening & Speaking	Demonstrate skills needed to participate in collaborative conversations with peers in small and large groups.

What Can Families Do to Support Students?

- Read with your child or have them read independently for at least 20 minutes each day. Ask your child to retell a story in their own words or say what they learned from reading.
- Engage in activities that prompt discussions about the significance of information: read together and analyze main ideas, set goals, organize information, and play games that encourage ranking based on importance.
- Take trips to the library and get involved in library events.
- Write daily! Journal or find interesting magazine pictures and make up a story to go with it.
- Find new unfamiliar words in a book and discuss the meaning.
- Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online or research topics that interest them.

Additional Resources for Families

- Visit [Seek Common Ground Family Guides](#)



- Visit SORA, our MUSD online digital library. Access SORA through the Student Portal in Office 365 or download free from the Apple or Google Play Store.
- Use Exact Path, a free online learning tool with personalized instruction powered by MAP Assessment data in reading, language arts, and math. Learn more at [Exact Path - Manteca Unified School District \(mantecausd.net\)](http://Exact Path - Manteca Unified School District (mantecausd.net))

English Language Development

The English Language Development (ELD) section on the report card is only completed for students who are identified as English Language Learners. The ELD section includes statements from the California English Language Development Standards, which describe the key knowledge, skills, and abilities that students who are learning English as a new language need to access, engage with, and achieve grade-level academic content.

First graders will:

Grade 1 Reported ELD Standards	
Exchange Information and Ideas	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
Listening Actively	Demonstrate active listening to read-alouds and oral presentations by asking and answering questions, with oral sentence frames.
Reading/Viewing Closely	Describe ideas, events (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia.
Oral Presentation	Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author’s chair, recounting an experience, describing an animal, and the like).
Writing (Understanding Text Structure)	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehend texts and writing shared language activities.
Writing (Understanding cohesion)	Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., a long time ago, suddenly) to comprehending texts and writing texts in shared language activities.

What Can Families Do to Support Students?

- Take a family outing to public libraries and recreational centers, where they can interact with English-speaking children.
- Actively encourage friendships with English-speaking peers.
- Borrow books from the local public library

Additional Resources for Families

- Click the link to find ideas for [How parents can support English language learning](#)
- Visit MUSD’s English Language Development webpage: [English Language Development - Manteca Unified School District \(mantecausd.net\)](http://English Language Development - Manteca Unified School District (mantecausd.net))



Summative English Language Proficiency Assessments for California (ELPAC)

In addition to reporting on ELD standards each trimester, all English language learners are required by the state of California to be assessed annually using the ELPAC to report progress on English Language acquisition. This test is called the English Language Proficiency Assessment for California (ELPAC). The Summative ELPAC is taken each spring.

What is the purpose of the Summative ELPAC?

- To assess English Language Development in English learners in kindergarten through twelfth grade.
- To check their progress in learning English each year.

What does the Summative ELPAC cover?

The Summative ELPAC covers listening, speaking, reading, and writing for all grades tested. The Summative ELPAC is based on California English language development standards, adopted by the State Board of Education.

When do families receive the results?

For the spring administration of the Summative ELPAC, results are available in Q Parent Connect to families each Fall.

For students new to California, the Initial ELPAC is administered in the fall. It is the required state test for English Language Proficiency (ELP) that is given to students whose primary language is a language other than English. The purpose of the Initial ELPAC is to determine the English proficiency of students entering California schools for the first time. Identifying students who need help learning in English is important, so students get the support they need to do well in school while receiving instruction in all school subjects. The initial results are given to parents in the fall and these students will also be assessed in spring with the Summative ELPAC.

Additional Resources for Families

- More information can be found on the CA Department of Education ELPAC Resource page at cde.ca.gov/ta/tg/ep



History/Social Studies

Students continue to explore the ideas of long ago and now. They learn about their rights and responsibilities in the classroom, similar to those in our world, especially focusing on the “golden rule.” They begin to learn about diversity within their own communities and the many experiences that make up America today.

First graders will:

Grade 1 Reported History-Social Science Standards
Understand the rights and individual responsibilities of citizenship. Understands the importance of following rules.
Apply knowledge of maps and how location affects people and places.
Understand the symbols, icons, and traditions of the United States.
Demonstrate understanding of concepts relating to life long ago and today including the understanding of basic economic concepts.

What Can Families Do to Support Their Child?

- Explore your local region together. Many places offer free community events for families.
- Visit parks, historical sites, and local museums.
- Learn together about local heroes, landmarks and historical and cultural events.
- Look for opportunities in everyday places to use maps and charts.
- Talk to your child about elections so they can learn about government.
- Share your family’s history. Ask a family or community member to tell their stories and share any letters, journals, or photographs that connect to the community.

Additional Resources for Families

- For events and information about National Parks: nps.gov
- For events and information about the California State Parks: parks.ca.gov
- Visit the Manteca Historical Museum: themantecamuseum.org
- Visit the San Joaquin County Historical Museum: sanjoaquinhistory.org

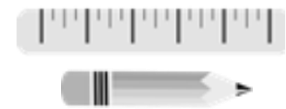


Mathematics

Being prepared for the 21st-century workforce requires being able to do more than simply compute or carry out procedures, and the Common Core State Standards provide a framework for broadening what it means to do and learn math. Children need conceptual understanding and procedural fluency and must know how, why, and when to apply this knowledge to answer questions and solve problems. They need to be able to reason mathematically and communicate their reasoning effectively to others. Therefore, the way your child learns about math may look different from the way math has been taught previously.

Grade 1 math focuses most heavily on four critical content areas:

1. Building a deeper understanding of addition and subtraction within 20.
 - a. Represent and solve problems, understand and apply properties of operations, understand the relationship between addition and subtraction, and work with addition and subtraction equations.
2. Understanding that numbers greater than 10 are grouped by tens and ones.
 - a. Extend the counting sequence to 120, understand place value, and use it to add and subtract.
3. Developing an understanding of the measurement of time and length.
 - a. Understand measurement by comparison, measure lengths with repeating units, tell and write time to the hour and half-hour, and represent and interpret data.
4. Reasoning with geometric shapes.
 - a. 2-D and 3-D shapes, pull apart and put together shapes, and describe shapes based on what defines them (e.g. a triangle has 3 sides, 3 corners, and is a closed shape.)



The following report card standards are aligned to the CA Grade 1 critical areas for math.

First graders will:

Grade 1 Reported Mathematics Standards	
Operations & Algebraic Thinking	Use addition and subtraction within 20 to solve word problems.
	Understand and apply properties of operations as strategies to add and subtract.
	Fluently add and subtract within 10. Use strategies within 11-20
Numbers & Operations Base Ten	Count, read, write, and represent numbers up to 120.
	Understand that two-digit numbers represent amounts of tens and ones.
	Add within 100 using strategies based on place value. Mentally add 10 more or 10 less in a two-digit number.
Measurement & Data	Tell and write time in hours and half-hours using analog and digital clocks.
	Organize, represent, and interpret data with up to three categories.



Geometry	Distinguish, build, and draw shapes to possess defining attributes.
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What Can Families Do to Support Students?

- In MUSD, we use critical thinking questions in the classroom to help students connect learning across subjects. Practicing thinking strategies both at school and at home is important for helping your child develop problem-solving, decision-making, and learning skills. We encourage you to use some of these questions at home!
 - Draw on Background Knowledge: What does this remind you of? Have you seen a problem like this before? What do you already know about this problem?
 - Ask Questions: What do you need to find or solve for in this problem? What do you think this problem is asking?
 - Visualize: Can you draw a picture of what is happening? What tools can you use to help solve this problem? How could you represent this in another way? How does that image help you understand?
 - Monitor for Meaning: What part of the problem are you having trouble with? What did you learn from this problem that you can use in the future? What's confusing? What makes sense?
- Show that you have a growth mindset about math: Even if you struggle with math, you can show your child that you are excited to learn about what they are doing.
- Make math fun and engaging for your child. For example, notice with your child situations in day-to-day life that use equal groups and arrays.

Additional Resources for Families

- Common Core State Standards for mathematics: www.thecorestandards.org/Math
- Common Core State Standards for mathematics in Spanish: commoncore-espanol.sdcoe.net
- Parent guides by grade level in English and Spanish: [Parents/Padres / Homepage \(cgcs.org\)](http://Parents/Padres / Homepage (cgcs.org))
- Math Pathways [Parent Tool Kit](#): Track and support your child's progress | *NBC News/Education*
- Use Exact Path, a free online learning tool with personalized instruction powered by MAP Assessment data in reading, language arts, and math. Learn more at [Exact Path - Manteca Unified School District \(mantecausd.net\)](http://Exact Path - Manteca Unified School District (mantecausd.net))



Science

Manteca Unified students are taught science in the classroom following the Next Generation Science Standards (NGSS). The NGSS offers a greater focus on science and engineering practices: what real scientists and engineers do as a part of their work. The emphasis on practices, rather than solely on memorizing scientific facts, better prepares students for future opportunities within the fields of science and engineering and allows all students to become more scientifically literate citizens who can think critically about issues that matter, from healthcare to the environment.

First graders will:

Grade 1 Reported NGSS SEP Standards
Design/create models and collaboratively plans and conducts investigations.
Communicate and interpret patterns and effects in real-world problems.
Demonstrate understanding of concepts being taught through the use of observations, predictions, and problem solving.

What Can Families Do to Support Students?

- Check with your child's teacher about volunteering for hands-on science in the classroom or science-related field trips.
- Get outside together, taking time to notice, appreciate, and wonder about the surroundings.
- Engage in family-friendly science experiments at home.
- Ask open-ended questions and take time to encourage thoughtful answers. For example, *“Tell me about what you built, made, created.” “What do you think caused it to change?” “Can you think of a different way to do it?” “Can you describe what happened?”*

Additional Resources for Families

- More information regarding the Next Generation Science Standards: <https://www.nextgenscience.org/resources/ngss-parent-guides>
- At home science experiments: [70 Easy Science Experiments Using Materials You Already Have \(weareteachers.com\)](http://weareteachers.com)



Physical Education

Physical Education is a content area in which your child will participate in a variety of activities focusing on motor skills, movement patterns, physical fitness, goal setting, healthy lifestyle choices, and positive social interactions. Physical Education is an instructional program, which differs from recess, free play, recreational sports, and athletics. PE Specialists and Classroom Teachers work in collaboration to provide high-quality instruction that supports students to become confident, active, and healthy lifelong movers.

First graders will:

Grade 1 Reported Physical Education Standards
Locomotor Skills: Perform a hop, gallop, and jog in a general space.
Manipulative Skills: <ul style="list-style-type: none"> a. Approach a stationary ball and kick it in an intended direction with foot. b. Perform an underhand toss with the opposite foot forward.
Exhibit personal responsibility and safe behaviors while engaging in physical activities with respect for self, others, and facilities.

What Can Families Do to Support Students?

- Schedule something active 3-5 times a week
 - Take a walk around your neighborhood
 - Play frisbee in the park
 - Ride bikes or walk with your child to school
 - Hike and explore local trails
- Focus on activities the whole family can do together, and keep the activities fun rather than competitive
- Join family-friendly fitness classes at a local gym or community center
- Lead an active lifestyle and encourage your child to join
- Practice locomotor skills at home, which are physical actions that allow a person to move from one location to another – movements such as walking, running, hopping, skipping and leaping for example.

Additional Resources for Families

- For ways to get active: letsmove.gov/get-active
- For family fitness activities: [20 Family Fitness Ideas Beyond the Gym | Performance Health](https://www.mantecausd.net/reportcards)



Visual & Performing Arts

Visual and performing arts are an essential part of learning in the 21st century. In TK-6 classrooms, arts education can be uniquely integrated with state standards. This integration allows teachers to deepen students' understanding in various subjects by incorporating dance, music, theatre, visual arts, and media arts into their lessons.

First graders will:

Grade 1 Reported Visual & Performing Arts
Participate in and demonstrate an understanding of content and concepts related to dance, theatre, music, media arts, or visual arts.

What Can Families Do to Support Students?

- Encourage your child to sing, play music, dance, draw, paint, and play imaginary games with friends, siblings, or by themselves.
- Take your child to art exhibits at school, in museums, online, and more.
- Talk to your child about visual and performing arts they experience and give them plenty of time to think about: *What's going on in this picture? What's going on in this performance? What do you see that makes you say that? What more can we/you find?*
- Encourage your child to participate in performances and arts-related programs.
- Talk to your child's classroom teacher and share what their interests are at home.

Additional Resources for Families

- Ways to get artistic at home: [38 Visual Arts Activities For Elementary Students: Exploration Of Colors, Shapes, And Artistry - Teaching Expertise](#)
- Visit The Haggin Museum: [Haggin Museum – Go on an adventure](#)



Technology

Grade-level technology skills are integrated across subject areas. The skills identified for each grade level align with the state standards for Mathematics, English Language Arts, History/Social Studies, and Science as well as skills required to take online assessments such as the Smarter Balanced Assessment Consortium’s (SBAC) Compute Adaptive Assessments. Grade-level technology skills also include Digital Citizenship.

First graders will:

Grade TK-6 Reported Technology Standards
Digital Citizenship
Demonstrates grade-appropriate technology skills.

What Can Families Do to Support Students?

- Build a family media plan that balances time with and without devices.
- Create screen-free times and places in your home, such as meals and bedtime.
- Have regular discussions as a family about your online activities.
- Talk about social media and being safe online.

Additional Resources for Families

- [Kids & Tech: 12 Tips for Parents in the Digital Age - HealthyChildren.org](#)
- [45+ Technology Activities for Kids: Computer Science, Coding, and Tech Fun! - Our Family Code](#)



FAQ for Grading Students w/ Individualized Education Plans (IEPs)

1. Do teachers provide Progress Reports* on IEP Goals as well as a Standards-Based Report Card**?

Yes. A student's family should be notified of their student's progress on IEP goals. If a student with a disability is participating in the general education curriculum, the student must receive a report card that reflects their progress.

NOTE: *The student's IEP goals are not the basis for their grades on Report Cards.*

2. Who provides the grades on a student's Standards-Based Report Card?

The teacher of record is responsible for providing grades on the report card and may do so in consultation with a student's other teachers. The Special Education teacher is responsible for providing Progress Reports on IEP goals and may do so in consultation with a student's General Education teacher. Additionally, the Special Education teacher provides Progress Reports on IEP goals to families at the same time as the report card (i.e. at the end of each semester).

3. Should the teacher indicate on a report card that the student has a disability?

No. The nature of a student's disability should not be named or identified on a report card. Nor should the student's specialized instructional setting or services be described. In a report card, ONLY student performance on the curriculum should be noted.

4. Do accommodations affect grades (Proficiency Levels) on a Report Card?

No. Accommodations do NOT affect Report Card grades. An accommodation is a change to the teaching or testing procedures, student response, or other attributes to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills. An accommodation does not fundamentally alter or lower the standard or expectation of the course, standard or test.

5. How does behavior, attendance, and task completion factor into a student's grade?

Standards based grading is based on mastery of standards. Therefore, behavior, attendance, and incomplete work should not be incorporated into a student's grade.

**Progress Reports indicate progress on the IEP goals designed to designate necessary learning for a student to access and progress in the general education curriculum.*

***Report Cards provide measures of a student's progress in the general education curriculum and are provided to parents to indicate their child's progress or level of achievement in specific classes, course content, or curriculum.*

Adapted from Riverside SELPA "Guidelines for Grading Students with Disabilities" p. 10-20

