



Report Card Family Guide

Grade 1

Greetings, Cambrian families,

At Cambrian, we value your partnership in supporting all aspects of your child's education and growth. Cambrian has created the Standards-Based Report Card (SBRC) as a tool to support two-way communication between you and your child's teacher regarding your child's progress toward mastery of standards.

This **Report Card Family Guide** has been specially designed for you to use with your child's report card. This document contains important learning in each content area for the grade level.

Overview of the Report Cards

[Cambrian School District's Mission](#) calls for mastery of the core knowledge, critical thinking skills, and competencies outlined by the Common Core State Standards (CCSS). Standards-based knowledge and skills will remain the central pillars of every student's learning, creating a deep foundation that enables further inquiry and exploration in various fields and areas of interest. **The CSD Report Cards are intended to communicate progress toward mastery of these skills and standards.**

All CSD students in grades TK-5 receive marks in the following areas: Social-Emotional Development, Language Arts, History/Social Studies, Mathematics, Science, Physical Education, and Visual and Performing Arts. Students who are English Learners receive additional marks indicating their progress in learning English.

Students receive marks that show progress of current standards. Mastery of standards is indicated with a score of 3 or higher. Instead of letter grades, students receive marks that describe proficiency levels. All students receive proficiency level indicators for the standards at their grade level. English Learners will also receive additional marks for their proficiency in English related to the CA English Language Development (ELD) Standards. Refer to the first page of your child's report card to view the Proficiency Level Indicators for Content Standards and English Language Development Standards.

Cambrian Successful Learner Behaviors

Cambrian students will be prepared to contribute as global citizens by engaging in a school environment that emphasizes Communication, Collaboration, Problem-Solving, and Innovation.

First Graders will:

Communicate	Participate in activities that foster strong communication skills across multiple platforms, disciplines, and audiences.
Collaborate	Be empowered to work together effectively.
Problem Solve	Participate in a learning environment where students become confident, effective critical thinkers.
Innovate	Be inspired to introduce new ideas through creative thinking and problem-solving skills that address community needs.

Digital Literacy

First Graders will:

Use technology responsibly to learn, create, and participate	<ul style="list-style-type: none"> Abide by the Cambrian Technology Usage Agreement, which includes using the Internet safely and responsibly and demonstrating kindness and respect.
Use technology to create and curate digital resources and digital work products	<ul style="list-style-type: none"> With support, turn on the device, log in to Clever, and open and use Cambrian-approved applications to demonstrate learning.

English Language Arts

In Grade 1, students will continue to build connections between 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 them. First graders write their own stories with at least two events and 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:

Reading	<ul style="list-style-type: none"> * Understand the difference between books that tell stories and books that give information. * Retell stories using illustrations and details to describe the characters, setting, and events. * Identify the main topic of a text and retell important facts. * Apply strategies for understanding vocabulary and decoding new words. These strategies include using knowledge of long and short vowels and sounds in a syllable. Know the parts of a sentence (word, end punctuation, etc.).
Writing	<ul style="list-style-type: none"> * Write a narrative about events with a beginning, middle, and end. * Write an informative piece with an introduction, supporting facts, and a conclusion sentence. * Write an opinion piece with a stated opinion supported by reasons and a conclusion sentence. * Print all upper and lower case letters * Use phonetic spelling, end punctuation, and capitalize dates and names. * Use technology to produce and publish writing and collaborate with peers, with adult support.
Speaking & Listening	<ul style="list-style-type: none"> * Participate in class discussions. * Ask questions about a topic or text. * Restate and follow two-step directions.

Math

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, procedural fluency, and 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, how your child learns about math may look different from how math was taught previously.

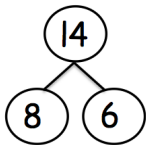
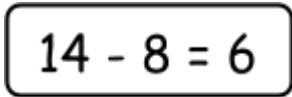


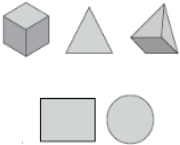
Mathematical Learning Behaviors

The Mathematical Learning Behaviors describe ways in which students increasingly should engage with the subject matter as they grow in mathematical maturity and expertise. They are a balanced combination of procedure and understanding.

First Graders will:

<p>Reason about problems, explain thinking, and consider thinking of others</p>	<ul style="list-style-type: none"> • Students can use manipulatives, drawings, and writing to solve problems and demonstrate reasoning. • Students can verbally explain their thinking and respond to the thinking of others.
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First Graders will:

<p>Build a deeper understanding of addition and subtraction within 20. Represent and solve problems, understand and apply properties of operations, understand the relationship between addition and subtraction, and work with addition and subtraction equations.</p>	
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<p>Understand that numbers greater than 10 are grouped by tens and ones. Extend the counting sequence to 120, understand place value and use it to add and subtract</p>	
<p>Develop an understanding of measuring time and length. Understand measurement by comparison, measure lengths with repeating units, tell and write time to the hour and half-hour, and represent and interpret data.</p>	
<p>Reasoning with geometric shapes. 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.)</p>	

Science

Cambrian continues to utilize the **Next Generation Science Standards (NGSS)**, which include a greater focus on Science and Engineering Practices: what real scientists and engineers do as part of their work.

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:

Ask Questions, Develop and Use Models, Plan and Conduct Investigations, and Design Solutions.

- Ask questions based on observations to find more information about the natural and human-made world
- Participate in class investigations; make observations and collect data that can be used to answer a question or make comparisons
- Record and share scientific observations, thoughts, and ideas in the form of pictures, drawings, and/or writing
- Design or build a device that solves a specific problem

History/Social Studies

In first grade, students continue to explore ideas from long ago and now. They learn about their rights and responsibilities in the classroom, similar to those in our world, primarily focusing on the "golden rule." They also begin to learn about diversity within their own communities and the many experiences that make up America today.

First graders will:

History/ Social Studies	<ul style="list-style-type: none"> • Compare and contrast things in their daily life with those in the past, such as transportation, schools, clothing, games, and more. • Locate San Jose, California, the United States, the seven continents, and the five oceans on a map. • Describe how locations affect people's lives (including weather, food, etc. • Understand the idea of voting in a democracy to make rules and decisions and for elected representatives to make those for us. • Become familiar with the symbols and icons of the United States, including the Pledge of Allegiance, national holidays, national monuments, and important documents.
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Visual & Performing Arts

Students in all grades are taught according to the **Visual and Performing Arts Standards for California Public Schools** adopted by the **California State Board of Education**. Students are graded in Creative Engagement for both Art and Music.

Physical Education

Physical Education is a content area where your student will participate in various activities focusing on motor skills, movement patterns, physical fitness, goal setting, healthy lifestyle choices, and positive social interactions. Based on CA State Physical Education Content Standards, students will be graded on 3 Motor Skills/Movement Patterns and 2 Cognitive Concepts. Physical Education is a comprehensive instructional program that differs from recess, free play, recreational sports, and athletics. PE Specialists and Classroom

Teachers collaborate to provide high-quality instruction and meet the mandated minutes required by California State law. Kindergarten through 5th grade will receive no less than 100 minutes of Physical Education class time every week. Ultimately, our vision is that students become confident, active, and healthy lifelong movers.

English Language Development

The English Language Development (ELD) Section on the report card is only completed for students who are English Learners (ELs). The ELD section includes statements from the California English Language Development Standards, which describe key skills and knowledge needed by students learning English.

The California ELD Standards describe a continuum of increasing language proficiency.

- **Well Developed:** Students at this level have well-developed English skills for the domain. They can use English to learn and communicate in meaningful ways, but they may occasionally need help using it.
- **Moderately Developed:** Students at this level have somewhat to moderately developed English skills for the domain. They may sometimes be able to use English to learn and communicate meaningfully. They may need help communicating about familiar topics in English and more help on less familiar topics.
- **Beginning to Develop:** Students at this level have minimally developed English skills for the domain. They may be able to use known words and phrases in English to communicate meaning at a basic level. They may need substantial help using English.

Summative English Language Proficiency Assessments of California (ELPAC)

What is reported on the Report Card?

According to the state of California, there are four performance levels that a student can achieve on the Summative ELPAC: 1, 2, 3, or 4, with four being the highest. The report of results for each student gives the oral language score (a combination of listening and speaking scores), the written language score (a combination of reading and writing), and the **overall score** (a combination of the oral and written scores).

What is Summative ELPAC?

California law requires that school districts administer an English proficiency test annually to students who are English learners. This test is called the English Language Proficiency Assessments 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 Transitional 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. It is based on California English language development standards adopted by the State Board of Education.

When do families receive the results?

Results for the spring administration of the Summative ELPAC are mailed to families each Fall. Report cards display Summative ELPAC scores from the previous school year.

For students new to California, the Initial ELPAC is administered in the fall to place them into English Language Development (ELD) classes. 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 Multilingual Learner Families

- For information about **reclassification**, go to <https://www.cambriansd.org/departments/educational-services/multilingual-learner-program>
- More information can be found on the CA Department of Education ELPAC Resource page at cde.ca.gov/ta/tg/ep