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| <b>Achievement Scale:</b> Indicates student progress toward achieving end-of-the-year grade-level, State, and District learning standards.   |   |   |   |
| <p><b>4 – Thorough Understanding</b><br/>Student demonstrates thorough understanding of the ability to apply the knowledge and skills associated with the standard cluster.</p>  | <p><b>3 – Adequate Understanding</b><br/>Student demonstrates adequate understanding of and ability to apply the knowledge and skills associated with the standard cluster.</p> | <p><b>2 – Partial Understanding</b><br/>Student demonstrates partial understanding of and ability to apply the knowledge and skills associated with the standard cluster.</p>   | <p><b>1 – Minimal Understanding</b><br/>Student demonstrates minimal understanding of and ability to apply the knowledge and skills associated with the standard cluster.</p> |
| <b>Effort Scale:</b> Indicates student level of effort during the given trimester  |   |   |   |
| <p><b>E</b> – Student’s effort consistently exceeds grade level expectations</p>   | <p><b>S</b> – Student’s effort meets grade level expectations.</p>  | <p><b>N</b> – Student’s efforts do not meet grade level expectations and needs to improve.</p>  |   |
| <p><b>NOTES:</b> An <b>X</b> in any academic category signals an area that was not taught or assessed during this trimester. It is very likely that students will not receive 4’s during the first and possibly second trimesters of the report card. The teachers are measuring based on end of year mastery of these standards. At <b>Risk of Retention:</b> A check means that your child is at risk of being retained.</p>   |   |   |   |
| <p><b>Math Standards</b><br/>In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.</p> <p><b>Counting and Cardinality</b></p> <ul style="list-style-type: none"> <li>Know number names and the count sequence.</li> <li>Count to tell the number of objects.</li> <li>Compare numbers.</li> </ul> <p><b>Operations and Algebraic Thinking</b></p> <ul style="list-style-type: none"> <li>Understand addition</li> <li>Understand subtraction</li> </ul> <p><b>Number and Operations in Base Ten</b></p> <ul style="list-style-type: none"> <li>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</li> </ul> <p><b>Measurement and Data</b></p> <ul style="list-style-type: none"> <li>Work with numbers 11-19 to gain foundations for place value.</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Reason with shapes and their attributes.</li> </ul>   |   | <p>system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.</p> <p style="text-align: center;"><b>Phonics and Word Recognition Fluency</b></p> <p><b>Writing</b><br/>The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources.</p> <p style="text-align: center;"><b>Text Types and Purposes</b></p> <ul style="list-style-type: none"> <li>Write opinion pieces on topics or texts</li> <li>Write informative/explanatory texts</li> <li>Write narratives to develop real or imagined experiences or events</li> </ul> <p style="text-align: center;"><b>Production and Distribution of Writing</b></p> <p style="text-align: center;"><b>Research to Build and Present Knowledge</b></p> <p><b>Speaking and Listening</b><br/>The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications.</p> <p style="text-align: center;"><b>Comprehension and Collaboration</b></p> <p style="text-align: center;"><b>Presentation of Knowledge and Ideas</b></p> <p><b>Language</b><br/>The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).</p> <p style="text-align: center;"><b>Conventions of Standard English</b></p> <p style="text-align: center;"><b>Knowledge of Language</b></p> <p style="text-align: center;"><b>Vocabulary Acquisition and Use</b></p> |   |
| <p><b>Science, History/Social Science, Physical Education, Music, Art, and English Language Development</b> are important subject. For more information on these grade level standards as well as the ones listed, see the state website: <a href="http://www.cde.ca.gov/be/st/ss">http://www.cde.ca.gov/be/st/ss</a></p> <p><b>English Language Arts Standards</b></p> <p><b>Reading: Literary Text &amp; Information Text</b><br/>The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.</p> <p style="text-align: center;"><b>Key Ideas and Details</b></p> <p style="text-align: center;"><b>Craft and Structure</b></p> <p style="text-align: center;"><b>Integration of Knowledge and Ideas</b></p> <p style="text-align: center;"><b>Range of Reading and Level of Text Complexity</b></p> <p><b>Reading: Foundational Skills</b><br/>These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing</p> |   |   |   |