### ENGLISH LANGUAGE ARTS

**Claim:** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

#### READING

**Foundational Skills – Phonological Awareness**
- Demonstrates understanding of spoken words, syllables, and sounds (phonemes)

**Foundational Skills – Phonics and Word Recognition**
- Knows and applies grade-level phonics and word analysis skills in decoding words
- Reads grade-level sight words

**Foundational Skills – Fluency**
- Reads grade-level texts with sufficient fluency and accuracy to support comprehension

**Informational Text**
- Reads and comprehends grade-level texts
- Asks and answers questions to demonstrate understanding of texts
- Uses text features to locate information in one or more texts
- Identifies the main topic and key details of the text

**Literature**
- Reads and comprehends grade-level texts
- Retells stories, including key details, and demonstrates understanding of the central message or lesson
- Compares and contrasts characters in stories
- Identifies major differences between stories and informational texts

#### READING LEVEL

**Claim:** Students can produce effective and well-grounded writing for a range of purposes and audiences.

#### WRITING

- **Narrative Writing**
- **Informative Writing**
- **Argumentative / Opinion**

#### LANGUAGE

**Conventions of Standard English**
- Demonstrates standard grammar usage when writing or speaking

**Knowledge of Language**
- Demonstrates standard capitalization, punctuation and spelling when writing
- Uses standard conventions when writing, speaking, reading, or listening

### ENGLISH LANGUAGE ARTS (continued)

**Claim:** Students can employ effective speaking and listening skills for a range of purposes and audiences. Students can engage in research/inquiry to investigate topics, and to analyze, integrate and present information.

#### LISTENING AND SPEAKING

**Comprehension and Collaboration**
- Participates actively in collaborative conversations with peers and adults

**Presentation of Knowledge and Ideas**
- Describes familiar people, places, things, and events with relevant details in complete sentences
- Speaks clearly with appropriate pace, volume, and expression

### MATHEMATICS

**Claim:** Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency. Students can frame and solve a range of complex problems with pure and applied mathematics.

#### MATH FLUENCY AND CONCEPTUAL UNDERSTANDING

**Operations and Algebraic Thinking**
- Adds and subtracts fluently to 10
- Solves addition and subtraction problems within 20

**Number and Operations in Base Ten**
- Reads, writes, and counts to 120.
- Compares and orders whole numbers to 120 using the symbols <, =, >
- Uses place value understanding to add and subtract

**Measurement and Data**
- Measures and compares lengths
- Tells and writes time to the hour and half-hour using analog and digital clocks
- Organizes, represents, and compares data by category on graphs and charts

**Geometry**
- Identifies, describes, and composes 2 and 3-dimensional shapes and objects
- Divides circles and rectangles into two and four equal shares
## SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

### GRADE 1 REPORT CARD

<table>
<thead>
<tr>
<th>NAME:</th>
<th>STUDENT ID#:</th>
<th>ACADEMIC YEAR</th>
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<tbody>
<tr>
<td></td>
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<td>2015-16</td>
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</tbody>
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### SCHOOL: TEACHER:

### ACADEMIC PERFORMANCE KEY

<table>
<thead>
<tr>
<th>Overall Subject Grade</th>
<th>Subtopic Key</th>
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<tbody>
<tr>
<td>Achieving Standards: Student consistently demonstrates grade-level expectations for concepts and skills.</td>
<td>+ Area of Strength</td>
</tr>
<tr>
<td>Nearly Meets or Making Progress: Student is making progress towards basic understanding of grade-level concepts and skills with assistance.</td>
<td>V At Standard / Developing Appropriately</td>
</tr>
<tr>
<td>Not Yet Making Sufficient Progress: Student shows an emerging awareness of concepts and skills.</td>
<td>N Needs More Time</td>
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<td>X Not Evaluated at this Time</td>
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### MATHEMATICS

(continued)

**Claim:** Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others. Students can analyze complex, real-world scenarios and can use mathematical models to interpret and solve problems.

### MATHEMATICAL PRACTICES AND PROBLEM SOLVING SKILLS

- Demonstrates reasoning/Provides explanations
- Demonstrates modeling and use of tools
- Generalizes/Makes use of structure

### SCIENCE

- Demonstrates understanding of science concepts in classroom
- Demonstrates understanding of science concepts in lab

### SOCIAL STUDIES

- Demonstrates understanding of social studies concepts

### PHYSICAL EDUCATION

- Participates actively in physical education

### VISUAL AND PERFORMING ARTS

- Participates actively in music
- Participates actively in art

### COLLEGE, CAREER AND COMMUNITY READINESS

- Follows rules and directions
- Respects people and property
- Exercises control
- Collaborates effectively
- Writes legibly
- Uses time constructively
- Puts forth effort
- Exhibits organizational skills
- Completes and turns in assignments
- Uses technology ethically and effectively

### ATTENDANCE

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<thead>
<tr>
<th>T1</th>
<th>T2</th>
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### RECOMMENDED PLACEMENT FOR NEXT YEAR

<table>
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<th>GRADE</th>
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**Teacher Signature**  
**Date**

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**Trimester 1 - Comments/Student Goals:**

- **Additional Information Attached**

**Teacher Signature**

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**Trimester 2 - Comments/Student Goals:**

- **Additional Information Attached**

**Teacher Signature**

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**Trimester 3 - Comments/Student Goals:**

- **Additional Information Attached**

**Teacher Signature**