San Leandro Unified School District
1st Grade Report Card Descriptors 2020

Achievement Scale: Indicates student progress toward achieving end-of-the-year grade-level, State, and District learning standards

4 – Standard Exceeded: The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in future coursework.
3 – Standard Met: The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills needed for likely success in future coursework.
2 – Standard Nearly Met: The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills needed for likely success in future coursework.
1 – Standard Not Met: The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills needed for likely success in future coursework.
X - Not Graded: Not Graded this term. This standard was not covered during this trimester.

Effort Scale: Indicates student level of effort during the given trimester

E – Student's effort consistently exceeds grade level expectations.
S – Student's effort meets grade level expectations.
N – Student's efforts do not meet grade level expectations and needs to improve.
NM – No Mark. Not enough evidence to provide a mark for this standard.

NOTES: An X 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 Risk of Retention: A check means that your child is at risk of being retained.

Math Standards
In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.
Operations and Algebraic Thinking
- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.
Number and Operations in Base Ten
- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.
Measurement and Data
- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.
Geometry
- Reason with shapes and their attributes.

English Language Arts Standards

Reading: Literary Text & Information Text
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.
- Key Ideas and Details
- Craft and Structure

- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Reading: Foundational Skills
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 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.
- Phonics and Word Recognition
- Fluency

Writing
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.
- **Text Types and Purposes**
  - Write opinion pieces on topics or texts
  - Write informative/explanatory texts
  - Write narratives to develop real or imagined experiences or events
- **Production and Distribution of Writing**
- **Research to Build and Present Knowledge**

Speaking, Listening, & Language
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.
- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Language
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 (*).

Science, History/Social Science, Physical Education, Music, and Art, are important subjects. For more information on these grade level standards as well as the ones listed, see the state website: http://www.cde.ca.gov/be/st/ss

English Language Development
Interacting in Meaningful Ways outlines expectations for English Language Learners to participate in meaningful, relevant and intellectually challenging ways in various contexts and disciplines in three modes: collaborative, interpretive and productive. The following ELD content strands headings identify communicative modes.

Collaborative: Engagement in dialogue with others
Interpretive: Comprehension and analysis of written and spoken texts
Productive: Creation of oral presentations and written texts