

## First Grade Overview

### Mathematics

In first grade, standards focus around these areas: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.

Students will:

- continue to develop their addition and subtraction skills using them to solve word problems within the range of 1 to 20
- extend the counting sequence to count to 120
- expand their understanding of place values using this knowledge to compare, add and subtract two-digit numbers within 100
- learn linear measurement skills begin to organize data from surveys
- tell and write time in hours and half hours using analog and digital clocks
- represent and interpret data
- join or divide various shapes to create new shapes

To see all the first grade math standards, go to:

<http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf>

### Language Arts

In first grade, build the reading foundational skills, writing, speaking and listening, and language skills. They think, talk, and write about what they read in stories, articles, and other sources of information. Students will:

- be able to print all of the alphabet.
- use phonics and word analysis skills to figure out unfamiliar words when reading and writing.
- read stories and show understanding of the lesson or moral of the story
- ask and answer questions about the text including characters, settings, major events, and key details
- explain differences between texts
- learn and use new words
- write narrative, opinion, informative/ explanatory pieces
- learn basic rules of spoken and written English
- work with others to gather facts and information

on a topic

- learn beginning research skills.

To see all the first grade language arts standards, go to:

<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

### HOW CAN I TAKE ADVANTAGE OF THE NEW REPORT CARD TO HELP MY CHILD?

Standards-based report cards provide detailed information about how your child is doing in each subject. You will see whether students need extra assistance in certain areas or when they need to be challenged even more. By using these clearly defined standards, teachers and parents can work together to ensure that students succeed.

During parent-teacher conferences, ask to see samples of your child's work. Talk to his or her teacher about whether the work samples are satisfactory, or how your child could have done a better job on the assignments. Ask how you can help your child improve or excel in various subjects and what resources are available to use outside the classroom to encourage his or her progress.

The California Parent Teacher Association has created a "Parents' Guide to Student Success" for each grade level that offers specific tips for how to support your child's learning at home. To see these guides, go to:

<http://www.capta.org/sections/programs/e-standards.cfm>.



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## A Parent's Guide: Standards- Based Report Cards

## First Grade

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School District



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# FREQUENTLY ASKED QUESTIONS ABOUT THE NEW STANDARDS-BASED REPORT CARDS

## WHAT ARE THE NEW COMMON CORE STATE STANDARDS?

In 2012, California joined the majority of states to adopt a shared set of national learning expectations in mathematics and reading language arts — the Common Core State Standards. For other subjects such as science, social science, health, the arts and PE, state standards are used to determine students’ proficiency.

Academic content standards indicate what students should know and be able to do at each grade level by the end of the school year. All the standards can be found online at:

<http://www.cde.ca.gov/be/st/ss/index.asp>

## HOW ARE STANDARDS-BASED REPORT CARDS DIFFERENT FROM TRADITIONAL REPORT CARDS?

On many traditional report cards, students receive one grade for reading and one grade for math. On a standards-based report card, each of these subject areas is divided into a list of skills and knowledge that students are responsible for learning. Students receive a separate mark for each standard.

The achievement marks indicate a child’s progress toward meeting specific grade-level standards. The student’s proficiency is reported separately from his or her effort.

With the new standards-based reporting system, students are evaluated more objectively according to consistent grade-level standards. The grades are based on the student’s effort and achievement towards grade-level standards.

## HOW DOES THE NEW REPORT CARD MEASURE MY CHILD’S PROGRESS?

The new report card will use four different numbers to indicate a child’s progress toward meeting the end-of-year grade-level California Common Core State standards. The table to the right offers a detailed explanation of what each symbol means.

Students are also given effort grades to share their progress toward work habits and skills required to be successful in the 21<sup>st</sup> century.

Students may receive a  mark to indicate that the curriculum related to a particular standard has not yet been taught or assessed during the trimester.

### EFFORT GRADING

<b>O = Outstanding</b>
Indicates the student is consistently exceeding expectations
<b>S = Satisfactory</b>
Indicates the student regularly meets grade level expectations
<b>I – Improving</b>
Indicates the student is making progress towards grade level expectations
<b>U = Unsatisfactory</b>
Indicates the student does not meet grade level expectations

### 4 Standards 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 Standards Met

- The student has met the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in future coursework.

### 2 Standards 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 Standards 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.