

Student:
Teacher:

Stu #:
Grade:

Standards-Based Report of Student Achievement
Trimester

School:
Year:

Academic Achievement Levels				
E/LA = English Language Arts				
4 - Thorough	3 - Proficient	2 - Partial	1 - Minimal	* - Addressed in Student IEP
Effort, Work Habits, and Behavior Expectations				
S - Satisfies Expectations		N - Needs Improvement		N/A - Not Applicable
Marking Terms				
1st Trimester	2nd Trimester		3rd Trimester	
English Language Proficiency				
ELL-Intermediate				

Attendance	1st Trimester	2nd Trimester	3rd Trimester	Total
Days Absent				
Days Tardy				

Grade Standards				
	1st Tri	2nd Tri	3rd Tri	

LANGUAGE ARTS:

	E/LA	E/LA	E/LA
READING			
Reading Foundational Skills			
Reading Literature and Informational Text			
WRITING			
LANGUAGE			
SPEAKING AND LISTENING			
<i>Language Arts Effort</i>			
ENGLISH LANGUAGE DEVELOPMENT - (ELL Students Only)			
<i>English Language Development Effort</i>			
MATHEMATICS			
<i>Mathematics Effort</i>			
HISTORY/SOCIAL SCIENCE			
<i>History/Social Science Effort</i>			
SCIENCE			
<i>Science Effort</i>			

Grade Standards	1st Tri	2nd Tri	3rd Tri
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EFFORT

<i>Physical Education Participation</i>			
<i>Physical Education Behavior</i>			
<i>Digital Literacy</i>			
<i>Visual and Performing Arts</i>			

WORK HABITS & BEHAVIOR EXPECTATIONS

The student is responsible for his/her own learning	E/LA	E/LA	E/LA

- Listens and follows directions
- Makes productive use of class time
- Works independently and asks for help when needed
- Exhibits self-control

The student understands that it is essential for people to work together			
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- Respects students, adults, and property
- Follows school and classroom rules
- Participates collaboratively

The student demonstrates critical thinking and problem solving strategies			
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- Explains answers and adjusts thinking as needed
- Solves problems in various ways

The student recognizes and produces quality performance and quality products			
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- Completes work, including homework, neatly, correctly, and on time

The student communicates effectively			
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- Expresses thoughts, feelings, and ideas clearly
- Listens attentively to others

The student uses a variety of resources effectively and ethically			
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- Draws upon multiple resources to produce quality products
- Organizes and uses resources responsibly

Common Core State Standards-Based Report of Student Achievement

First Grade - Fifth Grade



Academic Achievement Levels Definitions:

- 4** – Thorough understanding and application of standards
- 3** – Proficient understanding and application of standards
- 2** – Partial understanding and application of standards
- 1** – Minimal understanding and application of standards
- N/A** – Standard has not been assessed this trimester
- *** – Addressed in Student’s IEP

Explanation of Graded Areas:

LANGUAGE ARTS:

Foundational Reading Skills – Learning to Read

- Print concepts •Phonics •Phonemic Awareness (1-2) •Word Recognition and Fluency

Reading Literacy and Informational Text – Comprehending independently and proficiently

- Key ideas and details •Integration of knowledge and ideas •Craft and structure
- Range of reading and level of text complexity

Writing – Writing with a purpose

- Text types and purposes •Production and distribution of writing •Research to build and present knowledge •Range of writing

Language – Using Language in Speaking and Writing

- Conventions of Standard Grammar •Knowledge of language •Vocabulary acquisition and use

Speaking and Listening – Communicating

- Comprehension and collaboration •Presentation of knowledge and ideas

English Language Development – Reading, Writing, Speaking, and Listening skills in English

- Interacting in meaningful ways •Learning about how English works •Using foundational literacy skills

MATHEMATICS:

- Number and operations in base ten •Number and operations •Fractions
- Represents math problem •Solves math problems •Extends math problems
- Fractions
- Connect number and measurement •Solves math problems •Represents and interprets data
- Geometric shapes and their attributes •Decomposes and composes shapes •Spatial relations and spatial restructuring

HISTORY/SOCIAL SCIENCE:

- Demonstrates an understanding of social studies content and concepts •Applies critical thinking to extend understanding of content and concepts

SCIENCE:

- Demonstrates an understanding of science content and concepts
- Applies process skills in problem solving to develop and justify explanations

Effort, Work Habits, and Behavior Expectations Definitions:

- S** – Satisfies expectations
- N** – Needs Improvement

Explanation of Effort Areas:

DIGITAL LITERACY:

- Identifies accurate information and communication technologies •Finds, evaluates, creates, collaborates, and communicates information requiring both cognitive and technical skills

PHYSICAL EDUCATION:

Participation

- Regularly participates in moderate to vigorous activity •Builds and applies skill, knowledge, and confidence in physical activity •Puts forth best effort

Behavior

- Demonstrates good sportsmanship, teamwork, and respect •Follows directions
- Uses equipment appropriately and adheres to safety guidelines and class rules

VISUAL AND PERFORMING ARTS:

- Dance, music, theatre and visual arts

WORK HABITS AND BEHAVIOR EXPECTATIONS:

The student is responsible for his/her own learning

- Listens and follows directions •Makes productive use of class time
- Works independently and asks for help when needed •Exhibits self-control

The student understands that it is essential for people to work together

- Respects students, adults, and property •Follows school and classroom rules
- Participates collaboratively

The student demonstrates critical thinking and problem solving strategies

- Explains answers and adjusts thinking as needed •Solves problems in different ways

The student recognizes and produces quality work

- Completes work, including homework, neatly, correctly, and on time

The student communicates effectively

- Expresses thoughts, feelings, and ideas clearly •Listens attentively to others

The student uses a variety of resources effectively and ethically

- Draws upon multiple resources to produce quality products •Organizes and uses resources responsibly

Abbreviation	Explanation
ELA	English Language Arts
ELD	English Language Development
ELD Levels	Beg. (Beginning), EI (Early Intermediate), Int. (Intermediate), EA (Early Advanced), Adv. (Advanced)
ELL	English Language Learner
EO	English Only
FLAG	Foreign Language Academy of Glendale
GATE	Gifted and Talented Education
IEP	Individualized Education Plan
IFEP	Initially Fluent English Proficient
IILP	Individual Instructional Learning Plan
P1	Program 1 (receives only ELD grade)
P2	Program 2 (receives ELD grade and ELA grade)
RFEP	Reclassified Fluent English Proficient
RSP	Resource Specialist Program
T1, T2, and T3	Trimester 1, Trimester 2, and Trimester 3
TLA	Target Language Arts (language of instruction in the dual immersion class, other than English)