

**Escondido Union School District  
KINDERGARTEN REPORT CARD**

For a copy of the standards, visit  
www.eusd4kids.org/parent.htm or the school office.

Student: \_\_\_\_\_ Birthdate: \_\_\_\_\_ School Year: \_\_\_\_\_  
School: \_\_\_\_\_ Teacher: \_\_\_\_\_

PERFORMANCE KEY ACADEMICS/WORK HABITS & BEHAVIOR		ATTENDANCE	Trimester		
4	Above grade level/Outstanding		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
3	At grade level/Satisfactory	Days Enrolled			
2	Below grade level/Improvement needed	Absences			
1	Significantly below grade level/Unsatisfactory	Tardies			
NA	Not yet assessed				

MATHEMATICS		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	BEHAVIOR & WORK HABITS		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
Basic Skills					Uses proper playground behavior				
Number Sense					Uses proper classroom behavior				
Problem Solving		NA			Listens to and follows directions				
LANGUAGE ARTS		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	Stays on task				
Capital Letter Recognition					Completes and returns homework				
Lower Case Letter Recognition					PHYSICAL DEVELOPMENT		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
Letter Sound Recognition					Exhibits large muscle coordination				
High Frequency Words		NA			Exhibits small muscle coordination				
Phonemic Awareness		NA			Writes first and last name				

LANGUAGE ARTS	Reading Readiness		Written Language		Oral Language				
	Enjoys books and listens to stories.	Pretends to read. Knows that books are read left to right and top to bottom.	Expresses ideas through pictures. May write using scribbles or random letters.	May copy words or writes correct letter sounds with assistance.	Is a reluctant speaker who responds infrequently.	Beginning to participate in class discussions and recites poems, songs, and chants.	Begins to read using picture clues and story patterns.	Reads at Level 3 using letter sounds.	Independently reads unfamiliar material at Level 4 or above. Level _____
	Tri. 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup>	Tri. 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup>	Tri. 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup>	Tri. 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup>	Tri. 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup>	Tri. 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup>	Tri. 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup>	Tri. 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup>	Tri. 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup>
	Writes two or more related, non-pattern sentences with some correct spellings. Uses capitalization, punctuation, and spacing.	Writes one sentence with logical spellings, capitalization, punctuation, and spaces between some words.	Writes two or more related, non-pattern sentences with some correct spellings. Uses capitalization, punctuation, and spacing.	Writes one sentence with logical spellings, capitalization, punctuation, and spaces between some words.	Has a well-developed vocabulary and participates confidently in class discussions.	Writes two or more related, non-pattern sentences with some correct spellings. Uses capitalization, punctuation, and spacing.	Writes one sentence with logical spellings, capitalization, punctuation, and spaces between some words.	Writes one sentence with logical spellings, capitalization, punctuation, and spaces between some words.	Writes two or more related, non-pattern sentences with some correct spellings. Uses capitalization, punctuation, and spacing.

ENGLISH LANGUAGE DEVELOPMENT PROGRESS		1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
<input type="checkbox"/> TWP Two-Way Program	<input type="checkbox"/> SEI Structured English Immersion	Outstanding		
<input type="checkbox"/> SBP Structured Biliteracy Program	<input type="checkbox"/> ELM English Learner Mainstream	Satisfactory		
		Needs Improvement		

TEACHER COMMENTS	
1 <sup>st</sup>	Date: _____ <input type="checkbox"/> At risk for retention
Teacher Signature: _____ Parent Signature: _____	
2 <sup>nd</sup>	Date: _____ <input type="checkbox"/> At risk for retention
Teacher Signature: _____	
3 <sup>rd</sup>	Date: _____ <input type="checkbox"/> Promoted to first grade <input type="checkbox"/> Retained
Teacher Signature: _____	

ADDITIONAL DESIGNATIONS OR SERVICES			
<input type="checkbox"/> Special Education Services	<input type="checkbox"/> 504 Plan	<input type="checkbox"/> Anytime School	<input type="checkbox"/> Title I

## KINDERGARTEN ACADEMIC CONTENT STANDARDS

**Mathematics** – To provide students with a balanced instructional program which includes basic computational and procedural skills, conceptual understanding, and problem solving.

**Basic Skills and Number Sense to be assessed by trimester:**

	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
<b>Basic Skills</b>	Sorts objects by attributes Identifies & describes simple patterns Identifies basic shapes Names the days of the week	Sorts objects by attributes Identifies & describes simple patterns Identifies basic shapes Reads simple graphs Names the days of the week	Sorts objects by attributes Identifies & describes simple patterns Identifies basic & 3-D shapes (cube, cone, sphere) Reads simple graphs Recognizes basic coins Names the days of the week Identifies time to the hour Draws basic shapes
<b>Number Sense</b>	Creates sets that are more, less, and equal Counts objects to 30 Counts to 100 and beyond Identifies numerals from 0-30	Creates sets that are more, less, and equal Counts objects to 30 Counts to 100 and beyond Identifies numerals from 0-30	Creates sets that are more, less, and equal Counts objects to 30 Counts to 100 and beyond Identifies numerals from 0-30 Writes numerals 0-30 Adds & subtracts objects to 10

**Problem Solving** – Students make decisions about how to set up a problem, solve it in a reasonable way, and justify their reasoning.

**Reading/Language Arts** – To provide a balanced, comprehensive program which will focus on developing foundational skills that prepare students for later learning and include instruction in phonemic awareness, concepts of print, decoding and word recognition, vocabulary and concept development, reading comprehension, literary response and analysis, writing, listening, and speaking strategies, and speaking applications.

**Upper and Lower Case Letter Recognition** – Recognize consonants and vowels in random order.

**Letter sounds** – Identify all consonant and vowel sounds in random order.

**Reading Readiness** – A continuum which includes the mastery of concepts of print – identifying the front and back cover of a book, title page, following words from left to right and top to bottom on the printed page, distinguishing letters from words, and understanding true vs. pretend – understanding that print has meaning, using picture clues, letter sounds, and story patterns, recognizing some basic sight words, and becoming an independent reader.

**Written Language** – A continuum which recognizes that kindergarten children express their ideas first through pictures and/or scribbles and progress by writing random letters and copying words to writing a sentence with assistance and then to writing independently using logical spellings and finally to writing using correct spellings, capitalization punctuation, and spacing.

**Oral Language** – A continuum which includes sharing information and ideas, speaking audibly in complete and coherent sentences, reciting poems, rhymes, songs, and chants, as well as confidently making relevant contributions to classroom discussion and having a well-developed vocabulary.

**Phonemic Awareness** – The ability to HEAR and manipulate sounds and understand that syllables and spoken words are made up of speech sounds.

1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
NA	Hearing words in speech Hearing syllables in words Beginning sounds in words Recognizing rhymes	Hearing words in speech Hearing syllables in words Beginning/final sounds in words Recognizing rhymes Blending sounds Segmenting words

**Physical Development** – To encourage physical activity that promotes the development of both large and small muscle coordination.

**Large Muscle Coordination** – Balances on each foot for 15 seconds, walks a balance beam smoothly, throws and catches a ball accurately, and bounces a ball 10 times with control.

**Small Muscle Coordination** – Students will demonstrate control while using crayons, pencils, and scissors.

**Name Writing** – Writes first name and last name in manuscript with correct capitalization and letter formation.

### GRADE LEVEL PROFICIENCY LEVELS

**Academics:**

4	Above grade level	The student often exceeds the standards and with relative ease, grasps, applies, and extends key concepts, processes, and skills for kindergarten.
3	At grade level	The student regularly demonstrates proficiency in a majority of the standards and with limited errors, grasps and applies key concepts, processes, and skills for kindergarten.
2	Below grade level	The student is beginning to grasp key concepts, processes, and skills for kindergarten but is working below grade level. May be at risk for retention.
1	Significantly below grade level	The student does not meet the standards for kindergarten and is working below grade level. At risk for retention.

**Work Habits/Behavior:**

4	Outstanding	Student consistently meets and regularly exceeds the behavioral expectations for his/her ability.
3	Satisfactory	Student regularly meets the behavioral expectations for his/her ability.
2	Improvement needed	Student does not meet the behavioral expectations for his/her ability.
1	Unsatisfactory	Student does not meet the behavioral expectations for his/her ability. May effect his/her academic achievement. Immediate improvement needed which may include interventions and/or behavior modifications.
NA	Not yet assessed	

First Grade Standards Report Card

Student \_\_\_\_\_ School \_\_\_\_\_ Year \_\_\_\_\_ Teacher \_\_\_\_\_

<b>4. Advanced</b> <i>Exceeds grade-level expectation of progress toward mastery of standard</i>	<b>3. Proficient</b> <i>Meets grade-level expectation of progress toward mastery of standard</i>	<b>2. Basic</b> <i>Approaching grade-level expectation of progress toward mastery of standard</i>	<b>1. Below</b> <i>Below grade-level expectation of progress toward mastery of standard</i>	<b>N/A</b> <i>Not Assessed</i>
<b>Reading Program:</b> <input type="checkbox"/> Houghton Mifflin <input type="checkbox"/> Houghton Mifflin Plus (modified)				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Word Analysis, Fluency, Systematic Vocabulary Development				
Reading Comprehension				
Literary Response and Analysis				
<b>Writing</b>				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Writing Strategies				
Writing Applications: Narrative and Expository Description				
Written and Oral English Language Conventions				
<b>Listening and Speaking</b>				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Listening and Speaking Strategies				
Speaking Applications				
<b>Mathematics</b>				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Number Sense				
Algebra and Functions		<b>NA</b>	<b>NA</b>	
Measurement/Geometry	<b>NA</b>			
Statistics/Data Analysis/Probability	<b>NA</b>			
Mathematical Reasoning				
<b>Science</b>				
<b>Social Science</b>				
<b>Expectancy Levels</b> O = Outstanding      S = Satisfactory      N = Needs Improvement				
<b>Effort/ Work Habits</b>				
Follows Directions	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Uses Time Wisely				
Completes Classwork				
Completes Homework				
Demonstrates Neatness				
Demonstrates Organization Skills				
Participation				
Physical Education				
Fine Arts				
<b>Citizenship</b>				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Accepts Responsibility				
Demonstrates Courtesy				
Follows Classroom Rules				
Follows School Rules				
Works Cooperatively with Others				
<b>ELD Program Placement</b>			<b>ELD Progress</b>	
<input type="radio"/> English Learner Mainstream <input type="radio"/> Structured English Immersion <input type="radio"/> Two Way Program* <input type="radio"/> Structured Biliteracy Program* *Also See Report Card Appendix			<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>
			<b>3<sup>rd</sup></b>	
<b>Support Services</b>				
_____ Special Education (e.g. Speech, etc.)      _____ 504 Plan _____ Title I      _____ GATE      _____ Anytime School      _____ Other				
<b>Absences</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
<b>Tardies</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	

<p><b>Teacher Comments</b> 1<sup>st</sup> Trimester (Parent/Teacher Conference)</p>          Parent /Guardian Signature _____ Date _____ Teacher Signature _____ Date _____	<input type="checkbox"/> Monitor for Retention
<p>2<sup>nd</sup> Trimester</p>          Teacher Signature _____ Date _____	<input type="checkbox"/> Monitor for Retention
<p>3<sup>rd</sup> Trimester</p>          Promoted to /Retained in _____ Grade Teacher Signature _____ Date _____	

# ESCONDIDO UNION SCHOOL DISTRICT

## First-Grade Standards Report Card

### Understanding Your Child’s Report Card

This report is designed to give information about your child’s progress toward meeting grade-level standards in all subject areas. Each student is expected to be **Proficient**, meeting all of the described standards, by the end of the school year. Since children develop at different rates, all children will not master the standards at the same time. The competency levels of **Advanced, Proficient, Basic, and Below** are used to give a comprehensive picture of your child’s readiness to enter the next grade.

Your child’s work habits and classroom behavior are reported using the following expectancy levels: **“Exceeds”, “Meets”, or “Needs Improvement”**. For example, a child may be putting forth a great deal of effort (“Exceeds”), but is still struggling with concepts, making limited progress (“Basic or Below”). Progress toward meeting the grade-level standard is based upon student work, projects, formal and informal assessments, and teacher observations.

Competency Levels
<b>4. Advanced</b> —The student consistently meets and often exceeds the grade-level standards. The student grasps, applies, and extends the key concepts, processes, and skills for the grade level with ease.
<b>3. Proficient</b> —The student grasps and applies the key concepts, processes, and skills for the grade level with limited errors.
<b>2. Basic</b> —The student is beginning to and occasionally meets the grade-level standard. The student is beginning to grasp and apply the key concepts, processes, and skills for the grade level but produces work that contains many errors.
<b>1. Below</b> —The student is performing as much as one or more years below grade-level standards.

READING	MATH
<p><b>Word Analysis, Fluency, Systematic Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>• Student demonstrates understanding of concepts about print</li> <li>• Identifies letters, words, and sentences</li> <li>• Distinguishes beginning, middle, and ending sounds in words and manipulates sounds to create words</li> <li>• Recognizes long and short vowels, blends sounds into words, breaks words into sounds and syllables</li> <li>• Identifies title and author of a reading selection</li> <li>• Recognizes sight words and word families using phonetic decoding skills</li> <li>• Reads with fluency, using good phrasing and attention to punctuation, that sounds like natural speech</li> <li>• Uses meaning, sentence structure, and phonics to problem solve during reading</li> <li>• Classifies words into grade-level appropriate categories</li> </ul>	<p><b>Number Sense</b></p> <ul style="list-style-type: none"> <li>• Student counts, reads, writes, compares, and orders numbers to 100</li> <li>• Counts by 2s, 5s, and 10s and groups by ones and tens</li> <li>• Recognizes and knows value of pennies, nickels, dimes, and quarters and can identify them</li> <li>• Knows addition and subtraction facts to 20 by memory</li> <li>• Uses estimation strategies with numbers up to 100</li> </ul>
<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• Student reads and understands grade-level appropriate materials</li> <li>• Uses a variety of comprehension strategies e.g. identify sequence in text, predict, use prior knowledge, and retell the main idea</li> <li>• Follows one-step directions and responds to “who, what, when, where, and how” questions</li> </ul>	<p><b>Algebra and Functions</b></p> <ul style="list-style-type: none"> <li>• Student solves problems using addition and subtraction</li> <li>• Writes number sentences to solve word problems and understands symbols (e.g., +, -, =)</li> <li>• Begins to solve problems for unknowns (6+ <input type="text"/> = 7)</li> </ul>
<p><b>Literary Response and Analysis</b></p> <ul style="list-style-type: none"> <li>• Student responds to a wide variety of children’s literature</li> <li>• Identifies and describes the beginning, middle, and end of a story, as well as the story plot, setting, and characters</li> <li>• Describes the roles of authors and illustrators</li> </ul>	<p><b>Measurement/Geometry</b></p> <ul style="list-style-type: none"> <li>• Student estimates and compares length, weight, and volume of objects</li> <li>• Classifies, describes, and compares triangles, rectangles, squares, and circles</li> <li>• Tells time to the hour and half-hour; sequences daily events, and knows the days and months</li> <li>• Uses directional terms (left, right, near, far, above, below)</li> </ul>
<b>WRITING</b>	<p><b>Statistics/Data Analysis/Probability</b></p> <ul style="list-style-type: none"> <li>• Student collects, sorts, and organizes information using graphs and charts</li> <li>• Creates, describes, and extends simple repeating patterns</li> </ul>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Student selects a focus and uses descriptive words when writing</li> <li>• Uses the prewriting, drafting, revising, and editing process</li> <li>• Writes legibly using appropriate spacing of letters, words, and sentences</li> </ul>	<p><b>Mathematical Reasoning</b></p> <ul style="list-style-type: none"> <li>• Student uses appropriate mathematical vocabulary to explain reasons and procedures for solving problems</li> </ul>
<p><b>Applications</b></p> <ul style="list-style-type: none"> <li>• Student writes brief narratives describing an experience</li> <li>• Writes expository descriptions of a real object, place, person, or event</li> </ul>	<b>SCIENCE</b>
<p><b>Written and Oral English Language Conventions</b></p> <ul style="list-style-type: none"> <li>• Student writes and speaks in complete, coherent sentences</li> <li>• Uses correct punctuation (period, exclamation, and question mark) and capitalization (first word of a sentence, names of people, and the pronoun “I”)</li> <li>• Identifies and correctly uses singular and plural nouns and contractions</li> <li>• Writes upper and lower case letters and spaces letters/words correctly</li> <li>• Spells three- and four-letter short-vowel words and phonetically spells other sight words correctly</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Physical:</b> Student understands that materials come in different forms including solids, liquids, and gases</li> <li>• <b>Life:</b> Student knows the physical needs of plants and animals</li> <li>• <b>Earth:</b> Student knows that weather can be observed, measured, and described</li> <li>• Student understands that scientific progress is made by asking meaningful questions and conducting careful investigations</li> </ul>
<b>LISTENING AND SPEAKING</b>	<b>SOCIAL SCIENCE</b>
<p><b>Listening and Speaking Strategies</b></p> <ul style="list-style-type: none"> <li>• Student listens actively and asks questions for clarification and understanding</li> <li>• Speaks on a topic in coherent sentences using descriptive words when talking about people, places, things, and events</li> <li>• Gives, restates, and follows simple two-step directions</li> </ul>	<p><b>A Child’s Place in Time and Space</b></p> <ul style="list-style-type: none"> <li>• Student understands rights and responsibilities of citizenship</li> <li>• Understands symbols and traditions of the United States</li> <li>• Examines the geographical and economic aspects of life in his/her neighborhood and makes comparisons to people long ago</li> <li>• Demonstrates use of basic map skills</li> </ul>
<p><b>Speaking Applications</b></p> <ul style="list-style-type: none"> <li>• Student recites poems and rhymes, songs, and stories</li> <li>• Retells stories relating the sequence of events by answering “who, what, when, where, why, and how” questions</li> </ul>	

Second Grade Standards Report Card

Student \_\_\_\_\_ School \_\_\_\_\_ Year \_\_\_\_\_ Teacher \_\_\_\_\_

<b>4. Advanced</b> <i>Exceeds grade-level expectation of progress toward mastery of standard</i>	<b>3. Proficient</b> <i>Meets grade-level expectation of progress toward mastery of standard</i>	<b>2. Basic</b> <i>Approaching grade-level expectation of progress toward mastery of standard</i>	<b>1. Below</b> <i>Below grade-level expectation of progress toward mastery of standard</i>	<b>N/A</b> <i>Not Assessed</i>
<b>Reading Program:</b> <input type="checkbox"/> Houghton Mifflin <input type="checkbox"/> Houghton Mifflin Plus (modified)				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Word Analysis, Fluency, Systematic Vocabulary Development				
Reading Comprehension				
Literary Response and Analysis				
<b>Writing</b>				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Writing Strategies				
Writing Applications: Narrative Writing and Friendly Letter				
Written and Oral English Language Conventions				
<b>Listening and Speaking</b>				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Listening and Speaking Strategies				
Speaking Applications				
<b>Mathematics</b>				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Number Sense				
Algebra and Functions			<b>NA</b>	
Measurement/Geometry				
Statistics/Data Analysis/Probability			<b>NA</b>	
Mathematical Reasoning				
<b>Science</b>				
<b>Social Science</b>				
<b>Expectancy Levels</b> O = Outstanding      S = Satisfactory      N = Needs Improvement				
<b>Effort/ Work Habits</b>				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Follows Directions				
Uses Time Wisely				
Completes Classwork				
Completes Homework				
Demonstrates Neatness				
Demonstrates Organization Skills				
Participation				
Physical Education				
Fine Arts				
<b>Citizenship</b>				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Accepts Responsibility				
Demonstrates Courtesy				
Follows Classroom Rules				
Follows School Rules				
Works Cooperatively with Others				
<b>ELD Program Placement</b>				<b>ELD Progress</b>
				<b>1<sup>st</sup></b> <b>2<sup>nd</sup></b> <b>3<sup>rd</sup></b>
<input type="radio"/> English Learner Mainstream <input type="radio"/> Structured English Immersion <input type="radio"/> Two Way Program* <input type="radio"/> Structured Biliteracy Program* *Also See Report Card Appendix				
<b>Support Services</b>				
_____ Special Education (e.g. Speech, etc.)      _____ 504 Plan _____ Title I    _____ GATE    _____ Anytime School    _____ Other				
<b>Absences</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
<b>Tardies</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	

<p><b>Teacher Comments</b> 1<sup>st</sup> Trimester (Parent/Teacher Conference)</p>          <p>Parent /Guardian Signature _____ Date _____ Teacher Signature _____ Date _____</p>	<input type="checkbox"/> Monitor for Retention
<p>2<sup>nd</sup> Trimester</p>          <p style="text-align: right;">Teacher Signature _____ Date _____</p>	<input type="checkbox"/> Monitor for Retention
<p>3<sup>rd</sup> Trimester</p>          <p>Promoted to /Retained in _____ Grade      Teacher Signature _____ Date _____</p>	

**ESCONDIDO UNION SCHOOL DISTRICT**

**Second-Grade Standards Report Card**

**Understanding Your Child’s Report Card**

This report is designed to give information about your child’s progress toward meeting grade-level standards in all subject areas. Each student is expected to be **Proficient**, meeting all of the described standards, by the end of the school year. Since children develop at different rates, all children will not master the standards at the same time. The competency levels of **Advanced, Proficient, Basic, and Below** are used to give a comprehensive picture of your child’s readiness to enter the next grade.

Your child’s work habits and classroom behavior are reported using the following expectancy levels: **“Exceeds”, “Meets”, or “Needs Improvement”**. For example, a child may be putting forth a great deal of effort (“Exceeds”), but is still struggling with concepts, making limited progress (“Basic or Below”). Progress toward meeting the grade-level standard is based upon student work, projects, formal and informal assessments, and teacher observations.

<b>Competency Levels</b>
<b>4. Advanced</b> —The student consistently meets and often exceeds the grade-level standards. The student grasps, applies, and extends the key concepts, processes, and skills for the grade level with ease.
<b>3. Proficient</b> —The student grasps and applies the key concepts, processes, and skills for the grade level with limited errors.
<b>2. Basic</b> —The student is beginning to and occasionally meets the grade-level standard. The student is beginning to grasp and apply the key concepts, processes, and skills for the grade level but produces work that contains many errors.
<b>1. Below</b> —The student is performing as much as one or more years below grade-level standards.

<b>READING</b>	<b>MATH</b>
<p><b>Word Analysis, Fluency, Systematic Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>• Student identifies letters, words and sentences, as well as title and author of a reading selection</li> <li>• Applies knowledge of letter sounds, sound combinations, and word families to read unknown words</li> <li>• Knows and uses phonics patterns, syllabifications, and word parts</li> <li>• Recognizes common abbreviations, regular and irregular plurals</li> <li>• Knows the meaning of simple prefixes/suffixes (e.g. over, un, ing, ly)</li> <li>• Understands and explains synonyms and antonyms, compound words and contractions</li> <li>• Identifies simple multi-meaning words</li> <li>• Recognizes grade-level sight words with accuracy and speed</li> <li>• Reads aloud fluently, accurately, and with expression</li> </ul>	<p><b>Number Sense</b></p> <ul style="list-style-type: none"> <li>• Student reads, writes, compares, orders, and identifies place value of numbers to 1,000 using symbols &lt;, =, &gt;</li> <li>• Uses words, models, and expanded forms (e.g. 45=4 tens + 5) to represent numbers to 1,000</li> <li>• Calculates problems involving addition and subtraction of 2 and 3 digit numbers with and without regrouping</li> <li>• Models and solves simple multiplication (knows facts of 2s, 5s, and 10s) and division problems</li> <li>• Knows that decimals and fractions may refer to parts of a set and parts of a whole</li> <li>• Recognizes, names, writes, orders, and compares fractions from 1/12 to 1/2</li> <li>• Models and solves problems adding and subtracting money, using coins and bills and uses decimal notation, dollar and cent symbols</li> <li>• Uses estimation in ones, tens, hundreds, thousands places and in measurement (e.g. closest inch)</li> </ul> <p><b>Algebra and Functions</b></p> <ul style="list-style-type: none"> <li>• Student models, represents, and interprets number relationships to solve addition and subtraction problems</li> <li>• Uses the commutative (2+4=4+2) and associative rules to simplify calculations and check results</li> </ul> <p><b>Measurement/Geometry</b></p> <ul style="list-style-type: none"> <li>• Student uses standard and non-standard units to estimate, measure, and compare</li> <li>• Measures an object to the nearest inch and/or centimeter</li> <li>• Knows relationships of time (e.g. minutes in hour, days in weeks, weeks in year) and determines duration of intervals in time (e.g. 11:00-4:00)</li> <li>• Identifies, describes, and compares common attributes of plane and solid geometric shapes (e.g. sides, edges, vertices)</li> <li>• Understands the concept of symmetry and congruence</li> </ul> <p><b>Statistics/Data Analysis/Probability</b></p> <ul style="list-style-type: none"> <li>• Student collects, records, organizes, and displays data on graphs and other representations</li> <li>• Demonstrates an understanding of extended number patterns</li> </ul> <p><b>Mathematical Reasoning</b></p> <ul style="list-style-type: none"> <li>• Student solves problems using reasoning and procedures</li> <li>• Uses appropriate mathematical vocabulary to explain their reasoning</li> </ul>
<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• Student reads and understands grade-level fiction and non-fiction</li> <li>• Relates prior knowledge to textual information and retells the central ideas of expository or narrative passages</li> <li>• Identifies logical order and sequence in text</li> <li>• Answers who, what, when, why, how questions</li> <li>• Uses a variety of strategies, including identifying author’s purpose</li> </ul>	
<p><b>Literary Response and Analysis</b></p> <ul style="list-style-type: none"> <li>• Student reads/responds, orally and in writing, to a variety of children’s literature</li> <li>• Compares and contrasts story elements of plots, settings, and characters</li> <li>• Compares and contrasts different versions of the same story and generates alternative endings to plots</li> <li>• Identifies the use of rhyme, rhythm, and alliteration in poetry</li> </ul>	
<b>WRITING</b>	
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Student writes clear and coherent sentences, groups related ideas and maintains a consistent focus</li> <li>• Revises first drafts to improve sequence and descriptive details</li> <li>• Writes Legibly</li> </ul>	
<p><b>Applications</b></p> <ul style="list-style-type: none"> <li>• Student writes brief narratives based on personal experiences</li> <li>• Writing demonstrates logical sequence of events, and description of setting, characters, objects and events</li> <li>• Writes a friendly letter complete with date, greeting, body, closing, and signature</li> </ul>	
<p><b>Written and Oral English Language Conventions</b></p> <ul style="list-style-type: none"> <li>• Student distinguishes between complete and incomplete sentences</li> <li>• Recognizes and uses the correct word order in written sentences</li> <li>• Identifies and correctly uses various parts of speech including nouns and verbs, in writing and speaking</li> <li>• Uses commas in dates, items in a series, greetings and the closing of a letter</li> <li>• Uses quotation marks correctly and capitalizes proper nouns, beginning of sentences, greetings, months, days of week, titles, and initials</li> <li>• Spells frequently used, irregular words correctly (e.g. was, were, says, said, etc.)</li> <li>• Spells basic short and long vowel r-controlled and consonant-blend patterns correctly</li> </ul>	
<b>LISTENING AND SPEAKING</b>	<b>SCIENCE</b>
<p><b>Listening and Speaking Strategies</b></p> <ul style="list-style-type: none"> <li>• Student listens actively, asks questions</li> <li>• Gives and follows multi-step directions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Physical:</b> Student knows that the motion of objects can be observed, measured, and manipulated</li> <li>• <b>Life:</b> Understands that plants and animals have life cycles</li> <li>• <b>Earth:</b> Understands that the earth is made of materials that have distinct properties and provides resources to humans</li> <li>• Understands the scientific process is made by asking meaningful questions and conducting investigations</li> </ul>
<p><b>Speaking Applications</b></p> <ul style="list-style-type: none"> <li>• Recalls experience or story using correct sequence or events and includes characters, plot, and setting</li> <li>• Reports on a topic using fact and details</li> </ul>	<b>SOCIAL SCIENCE</b>
	<p><b>Social Science: People Who Make a Difference</b></p> <ul style="list-style-type: none"> <li>• Student explores the lives of people who make a difference and learn the stories of extraordinary people in history</li> <li>• Learns about map skills, governmental institutions, and understands basic economic skills</li> </ul>

Third Grade Standards Report Card

Student \_\_\_\_\_ School \_\_\_\_\_ Year \_\_\_\_\_ Teacher \_\_\_\_\_

<b>4. Advanced</b> <i>Exceeds grade-level expectation of progress toward mastery of standard</i>	<b>3. Proficient</b> <i>Meets grade-level expectation of progress toward mastery of standard</i>	<b>2. Basic</b> <i>Approaching grade-level expectation of progress toward mastery of standard</i>	<b>1. Below</b> <i>Below grade-level expectation of progress toward mastery of standard</i>	<b>N/A</b> <i>Not Assessed</i>
<b>Reading Program:</b> <input type="checkbox"/> Houghton Mifflin <input type="checkbox"/> Houghton Mifflin Plus ( <i>modified</i> )				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Word Analysis, Fluency, Systematic Vocabulary Development				
Reading Comprehension				
Literary Response and Analysis				
<b>Writing</b>				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Writing Strategies				
Writing Applications: Narrative and Descriptive Writing, Personal and Formal Letters				
Written and Oral English Language Conventions				
<b>Listening and Speaking</b>				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Listening and Speaking Strategies				
Speaking Applications				
<b>Mathematics</b>				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Number Sense				
Algebra and Functions				
Measurement/Geometry	<b>NA</b>			
Statistics/Data Analysis/Probability		<b>NA</b>		
Mathematical Reasoning				
<b>Science</b>				
<b>Social Science</b>				
<b>Expectancy Levels</b> O = Outstanding      S = Satisfactory      N = Needs Improvement				
<b>Effort/ Work Habits</b>				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Follows Directions				
Uses Time Wisely				
Completes Classwork				
Completes Homework				
Demonstrates Neatness				
Demonstrates Organization Skills				
Participation				
Physical Education				
Fine Arts				
<b>Citizenship</b>				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Accepts Responsibility				
Demonstrates Courtesy				
Follows Classroom Rules				
Follows School Rules				
Works Cooperatively with Others				
<b>ELD Program Placement</b>			<b>ELD Progress</b>	
			<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>
<input type="radio"/> English Learner Mainstream <input type="radio"/> Structured English Immersion <input type="radio"/> Two Way Program* <input type="radio"/> Structured Biliteracy Program* *Also See Report Card Appendix				
<b>Support Services</b>				
<input type="checkbox"/> Special Education (e.g. Speech, etc.) <input type="checkbox"/> 504 Plan <input type="checkbox"/> Title I <input type="checkbox"/> GATE <input type="checkbox"/> Anytime School <input type="checkbox"/> Other				
<b>Absences</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
<b>Tardies</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	

<p><b>Teacher Comments</b> 1<sup>st</sup> Trimester (Parent/Teacher Conference)</p>          Parent /Guardian Signature _____ Date _____ Teacher Signature _____ Date _____	<input type="checkbox"/> Monitor for Retention
<p>2<sup>nd</sup> Trimester</p>          Teacher Signature _____ Date _____	<input type="checkbox"/> Monitor for Retention
<p>3<sup>rd</sup> Trimester</p>          Promoted to /Retained in _____ Grade Teacher Signature _____ Date _____	

**ESCONDIDO UNION SCHOOL DISTRICT**

**Third-Grade Standards Report Card**

**Understanding Your Child’s Report Card**

This report is designed to give information about your child’s progress toward meeting grade-level standards in all subject areas. Each student is expected to be **Proficient**, meeting all of the described standards, by the end of the school year. Since children develop at different rates, all children will not master the standards at the same time. The competency levels of **Advanced, Proficient, Basic, and Below** are used to give a comprehensive picture of your child’s readiness to enter the next grade.

Your child’s work habits and classroom behavior are reported using the following expectancy levels: **“Exceeds”, “Meets”, or “Needs Improvement”**. For example, a child may be putting forth a great deal of effort (“Exceeds”), but is still struggling with concepts, making limited progress (“Basic or Below”). Progress toward meeting the grade-level standard is based upon student work, projects, formal and informal assessments, and teacher observations.

<b>Competency Levels</b>
<b>4. Advanced</b> —The student consistently meets and often exceeds the grade-level standards. The student grasps, applies, and extends the key concepts, processes, and skills for the grade level with ease.
<b>3. Proficient</b> —The student grasps and applies the key concepts, processes, and skills for the grade level with limited errors.
<b>2. Basic</b> —The student is beginning to and occasionally meets the grade-level standard. The student is beginning to grasp and apply the key concepts, processes, and skills for the grade level but produces work that contains many errors.
<b>1. Below</b> —The student is performing as much as one or more years below grade-level standards.

<b>READING</b>	<b>LISTENING AND SPEAKING</b>
<p><b>Word Analysis, Fluency, Systematic Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>• Student knows and uses grade-appropriate complex word families to decode unfamiliar multi-syllabic words</li> <li>• Uses a dictionary to learn the meaning and other features of unknown words</li> <li>• Uses context clues, prefixes/suffixes, homophones, synonyms, and antonyms to determine the meaning of words</li> <li>• Reads aloud narrative and informational text fluently, accurately, and with appropriate pacing and expression</li> </ul>	<p><b>Listening and Speaking Strategies</b></p> <ul style="list-style-type: none"> <li>• Student listens critically and can retell, paraphrase, and explain what a speaker has said</li> <li>• Compares viewpoints/distinguishes between facts/opinions</li> <li>• Uses clear and specific vocabulary to communicate ideas</li> <li>• Reads prose and poetry aloud with fluency</li> </ul>
<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• Student reads and understands grade-level appropriate material</li> <li>• Uses title, table of contents, chapter headings, glossaries, and indexes to locate information</li> <li>• Uses a variety of strategies including connecting prior knowledge, identifying answers, recalling major points, main ideas, and details</li> <li>• Recalls appropriate and significant information from the text, including cause and effect, problems and solutions</li> <li>• Follows simple multi-step written instructions</li> </ul>	<p><b>Speaking Applications</b></p> <ul style="list-style-type: none"> <li>• Presents narrative and descriptive oral presentations</li> <li>• Plans and presents dramatic interpretations of experiences, stories, poems, and plays using clear diction and speech</li> </ul>
<p><b>Literary Response and Analysis</b></p> <ul style="list-style-type: none"> <li>• Student reads and understands common forms of literature including poetry, drama, fiction, nonfiction</li> <li>• Comprehends basic plots of fairy tales, myths, folktales, legends, and fables</li> <li>• Determines what characters are like by what they say or do and by how the author portrays them</li> <li>• Identifies the speaker or narrator and the underlying theme or author’s message in fiction and nonfiction text</li> <li>• Recognizes similarities of sounds in words and rhythmic patterns</li> </ul>	<p><b>MATH</b></p>
<p><b>WRITING</b></p>	<p><b>Number Sense</b></p> <ul style="list-style-type: none"> <li>• Student writes, orders, compares, rounds place value of numbers to 10,000, simple fractions, and decimals</li> <li>• Understands the relationship between whole numbers, fractions, and decimals</li> <li>• Adds, subtracts, and solves problems using whole numbers, simple fractions, and different amounts of money</li> <li>• Memorizes multiplication to 10 x 10 and understands the special properties of 0 and 1</li> <li>• Solves problems involving multiplication and division of multi-digit numbers by one-digit numbers</li> </ul>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Student creates a single paragraph that develops a topic sentence and includes supportive facts and details</li> <li>• Writes legibly in cursive, allowing margins and correct spacing of letters, words, and sentences</li> <li>• Understands the structure and organization of reference materials such as the dictionary, thesaurus, atlas, and encyclopedia</li> </ul>	<p><b>Algebra and Functions</b></p> <ul style="list-style-type: none"> <li>• Student selects appropriate symbols, operations and properties to describe and solves number relationships</li> <li>• Uses patterns in problem solving e.g. equations using &lt; and &gt; and unknown symbols (3x □ = 12)</li> <li>• Recognizes and uses commutative and associative properties of multiplication (e.g. 5x7=35 then 7x5=35, 5x7x 3=105 then what is 7x3x5?)</li> <li>• Student recognizes and uses linear patterns (e.g. number of legs on a given number of horses)</li> </ul>
<p><b>Applications</b></p> <ul style="list-style-type: none"> <li>• Student writes narratives, providing context within which an action takes place, uses details to develop the plot, insight as to why an incident is memorable</li> <li>• Writes descriptions using sensory details that describe objects, people, places, things, and experiences</li> <li>• Writes personal and formal letters, thank you notes, and invitations that establish a purpose</li> <li>• Includes appropriate punctuation (e.g. data, greeting, body, closing, and signature)</li> </ul>	<p><b>Measurement/Geometry</b></p> <ul style="list-style-type: none"> <li>• Student uses appropriate tools for measuring the properties of objects including length, volume, weight, area, and perimeter</li> <li>• Student describes and compares the attributes of plane and solid geometric figures (e.g. polygons and three-dimensional figures)</li> </ul>
<p><b>Written and Oral English Language Conventions</b></p> <ul style="list-style-type: none"> <li>• Student understands and uses complete conventional sentences both in speaking and writing</li> <li>• Identifies and correctly uses parts of speech (e.g. verbs, pronouns, adjectives) when speaking and writing</li> <li>• Uses correct punctuation when writing dates, locations, titles of books, items in a series</li> <li>• Uses correct capitalization when writing letter names, holidays, historical periods, and events</li> <li>• Correctly arranges words in alphabetical order</li> <li>• Correctly spells grade-level words including words that have blends, contractions, compounds, special patterns, and homophones</li> </ul>	<p><b>Statistics/Data Analysis/Probability</b></p> <ul style="list-style-type: none"> <li>• Student does simple probability experiments and reports predictions and outcomes using charts and graphs</li> </ul>
	<p><b>Mathematical Reasoning</b></p> <ul style="list-style-type: none"> <li>• Student solves problems using reasoning and procedures</li> <li>• Uses strategies, skills, and concepts in finding solutions</li> <li>• Uses appropriate mathematical vocabulary to explain reasoning</li> </ul>
	<p><b>SCIENCE</b></p>
	<ul style="list-style-type: none"> <li>• <b>Physical:</b> Student knows that energy and matter change from one form to another</li> <li>• <b>Life:</b> Recognizes that organisms adapt to the environment for survival</li> <li>• <b>Earth:</b> Understands that objects in the sky move in regular and predictable patterns</li> <li>• Scientific process is made by asking meaningful questions and conducting investigations</li> </ul>
	<p><b>SOCIAL SCIENCE</b></p>
	<ul style="list-style-type: none"> <li>• Student learns and understands geography using maps, tables, graphs, photos, and charts</li> <li>• Shows an understanding of American Indian Nations</li> <li>• Learns the physical and cultural landscape of California</li> <li>• Understands the role of rules and laws of the United States government</li> <li>• Understands the economy of local regions</li> </ul>

Student \_\_\_\_\_ School \_\_\_\_\_ Year \_\_\_\_\_ Teacher \_\_\_\_\_

<b>4. Advanced</b> <i>Exceeds grade-level expectation of progress toward mastery of standard</i>	<b>3. Proficient</b> <i>Meets grade-level expectation of progress toward mastery of standard</i>	<b>2. Basic</b> <i>Approaching grade-level expectation of progress toward mastery of standard</i>	<b>1. Below</b> <i>Below grade-level expectation of progress toward mastery of standard</i>	<b>N/A</b> <i>Not Assessed</i>
<b>Reading Program:</b> <input type="checkbox"/> Houghton Mifflin <input type="checkbox"/> High Point ( <i>Core Intervention Program</i> )				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Word Analysis, Fluency, Systematic Vocabulary Development				
Reading Comprehension				
Literary Response and Analysis				
<b>Writing</b>				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Writing Strategies				
Writing Applications: Narrative and Descriptive Writing, Informal Reports, Summary Writing				
Written and Oral English Language Conventions				
<b>Listening and Speaking</b>				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Listening and Speaking Strategies				
Speaking Applications				
<b>Mathematics</b>				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Number Sense				
Algebra and Functions				
Measurement/Geometry	<b>NA</b>			
Statistics/Data Analysis/Probability		<b>NA</b>		
Mathematical Reasoning				
<b>Science</b>				
<b>Social Science</b>				
<b>Expectancy Levels</b> O = Outstanding      S = Satisfactory      N = Needs Improvement				
<b>Effort/ Work Habits</b>				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Follows Directions				
Uses Time Wisely				
Completes Classwork				
Completes Homework				
Demonstrates Neatness				
Demonstrates Organization Skills				
Participation				
Physical Education				
Fine Arts				
<b>Citizenship</b>				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Accepts Responsibility				
Demonstrates Courtesy				
Follows Classroom Rules				
Follows School Rules				
Works Cooperatively with Others				
<b>ELD Program Placement</b>			<b>ELD Progress</b>	
			<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>
			<b>3<sup>rd</sup></b>	
<input type="radio"/> English Learner Mainstream <input type="radio"/> Structured English Immersion <input type="radio"/> Two Way Program* <input type="radio"/> Structured Biliteracy Program* *Also See Report Card Appendix				
<b>Support Services</b>				
_____ Special Education (e.g. Speech, etc.)      _____ 504 Plan _____ Title I      _____ GATE      _____ Anytime School      _____ Other				
<b>Absences</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
<b>Tardies</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	

<b>Teacher Comments</b> 1 <sup>st</sup> Trimester (Parent/Teacher Conference)	<input type="checkbox"/> Monitor for Retention
Parent /Guardian Signature _____ Date _____ Teacher Signature _____ Date _____	
2 <sup>nd</sup> Trimester	<input type="checkbox"/> Monitor for Retention
	Teacher Signature _____ Date _____
3 <sup>rd</sup> Trimester	
Promoted to /Retained in _____ Grade Teacher Signature _____ Date _____	

# ESCONDIDO UNION SCHOOL DISTRICT

## Fourth-Grade Standards Report Card

### Understanding Your Child’s Report Card

This report is designed to give information about your child’s progress toward meeting grade-level standards in all subject areas. Each student is expected to be **Proficient**, meeting all of the described standards, by the end of the school year. Since children develop at different rates, all children will not master the standards at the same time. The competency levels of **Advanced, Proficient, Basic, and Below** are used to give a comprehensive picture of your child’s readiness to enter the next grade.

Your child’s work habits and classroom behavior are reported using the following expectancy levels: **“Exceeds”, “Meets”, or “Needs Improvement”**. For example, a child may be putting forth a great deal of effort (“Exceeds”), but is still struggling with concepts, making limited progress (“Basic or Below”). Progress toward meeting the grade-level standard is based upon student work, projects, formal and informal assessments, and teacher observations.

Competency Levels
<b>4. Advanced</b> —The student consistently meets and often exceeds the grade-level standards. The student grasps, applies, and extends the key concepts, processes, and skills for the grade level with ease.
<b>3. Proficient</b> —The student grasps and applies the key concepts, processes, and skills for the grade level with limited errors.
<b>2. Basic</b> —The student is beginning to and occasionally meets the grade-level standard. The student is beginning to grasp and apply the key concepts, processes, and skills for the grade level but produces work that contains many errors.
<b>1. Below</b> —The student is performing as much as one or more years below grade-level standards.

READING	LISTENING AND SPEAKING
<b>Word Analysis, Fluency, Systematic Vocabulary Development</b> <ul style="list-style-type: none"> <li>Student applies knowledge of word origins, synonyms and antonyms, idioms and root words to determine meaning in text</li> <li>Uses a thesaurus to determine related words and concepts</li> <li>Distinguishes and interprets words with multiple meanings</li> <li>Reads aloud narrative and informational text fluently, accurately, and with appropriate pacing and expression</li> </ul>	<b>Listening and Speaking Strategies</b> <ul style="list-style-type: none"> <li>Student listens and responds critically to oral communication</li> <li>Asks thoughtful questions and responds to relevant questions</li> <li>Summarizes major ideas and supporting evidence when speaking and making oral presentations</li> <li>Evaluates the role of the media in forming ideas on issues</li> </ul>
<b>Reading Comprehension</b> <ul style="list-style-type: none"> <li>Student reads and understands grade-level appropriate material</li> <li>Identifies structural patterns found in informational text (e.g. compare and contrast, cause and effect, sequence and order)</li> <li>Uses a variety of comprehension strategies when reading for different purposes</li> <li>Makes predictions about text using prior knowledge and ideas presented in the text including illustrations, title, topic sentence, important words, and clues</li> <li>Distinguishes between cause and effect and fact and opinion in informational text</li> <li>Follows multi-step instructions in a basic technical manual</li> </ul>	<b>Speaking Applications</b> <ul style="list-style-type: none"> <li>Gives narrative and informational presentations</li> <li>Recites poems, dramatic dialogues, using clear diction/speech</li> </ul>
WRITING	MATH
<b>Strategies</b> <ul style="list-style-type: none"> <li>Student writes well-organized, multiple-paragraph narrative and informational essays</li> <li>Uses a structure to convey information (e.g. chronological order, cause and effect, similarity and differences)</li> <li>Edits and revises writing to establish a central idea, topic sentence, supporting paragraphs, and conclusion</li> <li>Writes legibly in cursive and uses correct indentations</li> <li>Cites information sources and uses reference text to locate information using organizational structure (e.g. prefaces, appendixes)</li> <li>Understands the use of almanacs, newspapers, and periodicals</li> <li>Demonstrates basic keyboarding skills and familiarity with computer terminology</li> </ul>	<b>Number Sense</b> <ul style="list-style-type: none"> <li>Student understands place value of whole numbers (to millions) and decimals, and how decimals relate to fractions</li> <li>Extends use and understanding of whole numbers to the addition and subtraction of simple decimals</li> <li>Solves addition, subtraction, multiplication, and division of whole numbers (two and three digit) and understands the relationships among the operations</li> <li>Understands how to use negative numbers, locate fractions, mixed numbers, and decimals on a number line</li> <li>Knows how to factor small numbers</li> </ul>
<b>Applications</b> <ul style="list-style-type: none"> <li>Student writes narratives using details to provide insight into why the event is memorable</li> <li>Writes responses to literature demonstrating an understanding of the literary work using references to both the text and prior knowledge</li> <li>Writes informational reports and summaries that contain facts and focuses on details</li> <li>Writes summaries that contain the main ideas and significant details</li> </ul>	<b>Algebra and Functions</b> <ul style="list-style-type: none"> <li>Student uses tables, rulers, graphs, and mathematical symbols (e.g. parentheses) to write and simplify equations</li> <li>Uses simple formulas to solve unknowns (e.g. <math>8=3x+2</math>) and knows how to manipulate equations</li> </ul>
<b>Written and Oral English Language Conventions</b> <ul style="list-style-type: none"> <li>Student identifies and uses simple and compound sentences and other grammar related structures (e.g. clauses, transitions)</li> <li>Correctly uses parts of speech when writing and speaking</li> <li>Uses correct capitalization and punctuation (e.g. commas, quotations, italics to identify titles, etc.) when writing</li> <li>Uses grade-appropriate spelling (e.g. roots, inflections, suffixes, prefixes, syllable construction)</li> </ul>	<b>Measurement/Geometry</b> <ul style="list-style-type: none"> <li>Student estimates and measures perimeter and area</li> <li>Uses coordinate graphs to plot and describe points and lines</li> <li>Demonstrates an understanding of planes and geometric shapes (two and three dimensional figures) and uses it to solve problems</li> </ul>
	<b>Statistics/Data Analysis/Probability</b> <ul style="list-style-type: none"> <li>Student organizes/interprets/explains data on graphs/tables/charts</li> <li>Demonstrates an understanding of probability situations</li> </ul>
	<b>Mathematical Reasoning</b> <ul style="list-style-type: none"> <li>Student analyzes problems and makes decisions as to how to solve problems using various strategies and skills</li> <li>Communicates a problem-solving plan using graphs, charts, symbols and can apply solutions to other problem situations</li> </ul>
SCIENCE	SOCIAL SCIENCE
	<ul style="list-style-type: none"> <li><b>Physical:</b> Student understands applications of electricity and magnetism</li> <li><b>Life:</b> Understands that all living things need energy and matter to live and grow</li> <li><b>Earth:</b> Student understands how the properties of rocks and minerals reflect the processes that formed them long ago</li> <li>Knows that water, wind, ice shape/reshape the Earth’s surface</li> <li>Understands the scientific process is made by asking meaningful questions and conducting investigations</li> </ul>
	<ul style="list-style-type: none"> <li>Student recognizes California’s geographic features</li> <li>Demonstrates an understanding of economics and interactions between California Indians and Spanish explorers</li> <li>Knows the significance of the gold rush, the Bear Flag Republic through the Mexican-American War, and the granting of statehood</li> <li>Understands how California became an industrial and agricultural power as well as California’s governmental structure</li> </ul>

Fifth Grade Standards Report Card

Student \_\_\_\_\_ School \_\_\_\_\_ Year \_\_\_\_\_ Teacher \_\_\_\_\_

<b>4. Advanced</b> <i>Exceeds grade-level expectation of progress toward mastery of standard</i>	<b>3. Proficient</b> <i>Meets grade-level expectation of progress toward mastery of standard</i>	<b>2. Basic</b> <i>Approaching grade-level expectation of progress toward mastery of standard</i>	<b>1. Below</b> <i>Below grade-level expectation of progress toward mastery of standard</i>	<b>N/A</b> <i>Not Assessed</i>
<b>Reading Program:</b> <input type="checkbox"/> Houghton Mifflin <input type="checkbox"/> High Point ( <i>Core Intervention Program</i> )				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Word Analysis, Fluency, Systematic Vocabulary Development				
Reading Comprehension				
Literary Response and Analysis				
<b>Writing</b>				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Writing Strategies				
Writing Applications: Narrative Writing, Response to Literature, Research Reports, Persuasive Letter and Composition Writing				
Written and Oral English Language Conventions				
<b>Listening and Speaking</b>				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Listening and Speaking Strategies				
Speaking Applications				
<b>Mathematics</b>				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Number Sense				
Algebra and Functions				
Measurement/Geometry	NA			
Statistics/Data Analysis/Probability	NA	NA		
Mathematical Reasoning				
<b>Science</b>				
<b>Social Science</b>				
<b>Expectancy Levels</b> O = Outstanding      S = Satisfactory      N = Needs Improvement				
<b>Effort/ Work Habits</b>				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Follows Directions				
Uses Time Wisely				
Completes Classwork				
Completes Homework				
Demonstrates Neatness				
Demonstrates Organization Skills				
Participation				
Physical Education				
Fine Arts				
<b>Citizenship</b>				
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
Accepts Responsibility				
Demonstrates Courtesy				
Follows Classroom Rules				
Follows School Rules				
Works Cooperatively with Others				
<b>ELD Program Placement</b>			<b>ELD Progress</b>	
			<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>
			<b>3<sup>rd</sup></b>	
<input type="radio"/> English Learner Mainstream <input type="radio"/> Structured English Immersion <input type="radio"/> Two Way Program* <input type="radio"/> Structured Biliteracy Program* *Also See Report Card Appendix				
<b>Support Services</b>				
<input type="checkbox"/> Special Education (e.g. Speech, etc.) <input type="checkbox"/> 504 Plan <input type="checkbox"/> Title I <input type="checkbox"/> GATE <input type="checkbox"/> Anytime School <input type="checkbox"/> Other				
<b>Absences</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	
<b>Tardies</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	

<p><b>Teacher Comments</b> 1<sup>st</sup> Trimester (Parent/Teacher Conference)</p>          <p>Parent /Guardian Signature _____ Date _____ Teacher Signature _____ Date _____</p>	<input type="checkbox"/> Monitor for Retention
<p>2<sup>nd</sup> Trimester</p>          <p style="text-align: right;">Teacher Signature _____ Date _____</p>	<input type="checkbox"/> Monitor for Retention
<p>3<sup>rd</sup> Trimester</p>          <p>Promoted to /Retained in _____ Grade      Teacher Signature _____ Date _____</p>	

# ESCONDIDO UNION SCHOOL DISTRICT

## Fifth-Grade Standards Report Card

### Understanding Your Child’s Report Card

This report is designed to give information about your child’s progress toward meeting grade-level standards in all subject areas. Each student is expected to be **Proficient**, meeting all of the described standards, by the end of the school year. Since children develop at different rates, all children will not master the standards at the same time. The competency levels of **Advanced, Proficient, Basic, and Below** are used to give a comprehensive picture of your child’s readiness to enter the next grade.

Your child’s work habits and classroom behavior are reported using the following expectancy levels: **“Exceeds”, “Meets”, or “Needs Improvement”**. For example, a child may be putting forth a great deal of effort (“Exceeds”), but is still struggling with concepts, making limited progress (“Basic or Below”). Progress toward meeting the grade-level standard is based upon student work, projects, formal and informal assessments, and teacher observations.

Competency Levels
<b>4. Advanced</b> —The student consistently meets and often exceeds the grade-level standards. The student grasps, applies, and extends the key concepts, processes, and skills for the grade level with ease.
<b>3. Proficient</b> —The student grasps and applies the key concepts, processes, and skills for the grade level with limited errors.
<b>2. Basic</b> —The student is beginning to and occasionally meets the grade-level standard. The student is beginning to grasp and apply the key concepts, processes, and skills for the grade level but produces work that contains many errors.
<b>1. Below</b> —The student is performing as much as one or more years below grade-level standards.

READING	LISTENING AND SPEAKING
<p><b>Word Analysis, Fluency, Systematic Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>Student determines the meaning of specialized vocabulary using his/her knowledge of word origins</li> <li>Understands frequently used synonyms, antonyms, homographs, and figurative language</li> <li>Uses prefixes, suffixes, inflectional endings, and roots to understand meaning of complex words</li> <li>Reads aloud narrative and informational text fluently, accurately, and with expression</li> </ul>	<p><b>Listening and Speaking Strategies</b></p> <ul style="list-style-type: none"> <li>Student asks questions to seek information</li> <li>Gives presentations that have a focus and engage the audience</li> <li>Identifies, analyzes, and critiques persuasive techniques and media presentations</li> </ul>
<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>Student reads and understands grade-level appropriate material</li> <li>Identifies main ideas and concepts in text and identifies evidence that supports those ideas</li> <li>Understands how text features (e.g. format, sequence, diagrams, illustrations, charts, etc.) make information more usable</li> <li>Draws inferences, conclusions, or generalizations about text and supports with textual evidence and prior knowledge</li> <li>Distinguishes between fact and opinion</li> <li>Analyzes text that is in sequential or chronological order</li> <li>Understands and explains the figurative use of words in context</li> </ul>	<p><b>Speaking Applications</b></p> <ul style="list-style-type: none"> <li>Delivers informative presentations</li> <li>Gives oral responses to literature that summarize events</li> </ul>
<p><b>Literary Response and Analysis</b></p> <ul style="list-style-type: none"> <li>Student identifies and analyzes the characteristics of poetry, drama, fiction, and nonfiction</li> <li>Identifies the main problem or conflict of the plot and explains how it is resolved</li> <li>Contrasts the actions, motives, and appearances of characters in a work of fiction and discusses the importance of the contrasts to the plot or theme</li> <li>Understands that theme refers to the meaning or moral of a selection and evaluates the author’s use of various techniques to influence the reader</li> <li>Describes the use of literary devices such as imagery, metaphor, and symbolism</li> </ul>	<p><b>MATH</b></p>
<p><b>WRITING</b></p>	<p><b>Number Sense</b></p> <ul style="list-style-type: none"> <li>Student computes positive and negative numbers, fractions and decimals, and understands the relationship between decimals, fractions, and percents</li> <li>Determines prime factors, understands/computes numbers, fractions, decimals, and mixed numbers</li> <li>Solves problems involving addition, subtraction, simple multiplication, and division of fractions and decimals</li> </ul>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Student writes clear, coherent multiple-paragraph narrative and informational compositions</li> <li>Uses organizational features of printed text (e.g. citations, end notes, bibliography) to locate relevant information</li> <li>Edits and revises work to improve the meaning and focus of their writing</li> <li>Creates simple documents by using electronic media and other resources (e.g. thesaurus)</li> <li>Student writes legibly in cursive</li> </ul>	<p><b>Algebra and Functions</b></p> <ul style="list-style-type: none"> <li>Student finds solutions to problems where there is an unknown represented by a symbol or letter</li> <li>Solves algebraic problems using tables, charts, formulas, equations, or graphs</li> </ul>
<p><b>Applications</b></p> <ul style="list-style-type: none"> <li>Student writes narratives that establish plot, point of view, conflict, and the events in a story</li> <li>Writes responses to literature demonstrating an understanding of literary work</li> <li>Writes a research report about important ideas, issues or events</li> <li>Writes a persuasive letter or composition stating a clear position supported with relevant evidence</li> </ul>	<p><b>Measurement/Geometry</b></p> <ul style="list-style-type: none"> <li>Student understands and computes volumes and areas of simple objects</li> <li>Identifies, describes, draws and classifies properties of, and relationships between, plane and solid geometric figures</li> <li>Estimates and measures length, perimeter, area, volume, surface area, capacity, weight, time, and temperature</li> <li>Uses appropriate tools (ruler, compass, protractor) to measure and draw angles, parallel lines, perpendicular lines, and intersecting lines</li> </ul>
<p><b>Written and Oral English Language Conventions</b></p> <ul style="list-style-type: none"> <li>Student identifies and correctly uses sentence structure (e.g. independent and dependent clauses) to connect ideas</li> <li>Correctly uses grammar (e.g. verbs, modifiers, pronouns) when writing</li> <li>Uses correct capitalization and spelling (e.g. roots, suffixes, prefixes, contractions, and syllable construction)</li> </ul>	<p><b>Statistics/Data Analysis/Probability</b></p> <ul style="list-style-type: none"> <li>Student analyzes/interprets/displays data using graphs and other representations</li> <li>Determines mean, median, and mode for a given set of data</li> </ul>
	<p><b>SCIENCE</b></p>
	<p><b>Mathematical Reasoning</b></p> <ul style="list-style-type: none"> <li>Student analyzes problems and determines which strategies to apply to find solutions</li> <li>Uses a variety of methods to communicate reasoning (e.g. pictures, graphs, tables, equations)</li> <li>Develops generalizations of problem solutions and applies to other situations</li> </ul>
	<ul style="list-style-type: none"> <li><b>Physical:</b> Student demonstrates understanding that the Earth is composed of various types of matter</li> <li><b>Life:</b> Recognizes that plants and animals have structures for respiration, digestion, and transport of materials</li> <li><b>Earth:</b> Understands the process of evaporation/condensation</li> <li>Knows that energy from the sun heats the Earth unevenly</li> <li>Demonstrates an understanding of the solar system</li> <li>Student understands scientific process is made by asking meaningful questions and conducting investigations</li> </ul>
	<p><b>SOCIAL SCIENCE</b></p>
	<p><b>Citizenship, Geography, Symbols/Traditions of U.S.</b></p> <ul style="list-style-type: none"> <li>Student describes major pre-Columbian settlements and the early explorers of the Americas</li> <li>Describes cooperation/conflict between the American Indian Nations and early U. S. settlers</li> <li>Explains the causes of the American Revolution</li> <li>Describes people/events that led to the U.S. Constitution</li> <li>Understands Westward Expansion from 1789 to mid 1800s</li> <li>Knows the location of the 50 states/names of the capitals</li> </ul>