

# Chino Valley Unified School District

## REPORT TO PARENTS - FIRST GRADE

**Student:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Year:** 2016-2017  
**Teacher:** \_\_\_\_\_ **Principal:** \_\_\_\_\_ **Track:** \_\_\_\_\_ **Grade:** 1  
**Stu #:** \_\_\_\_\_ **07/06/2016 - 09/15/2016**  
**BirthDate:** \_\_\_\_\_ **EXPLANATION OF MARKS**

<b>Performance Levels</b>	
<b>4</b>	Extending - Student has an in-depth understanding of grade level performance standards expected at this point of the year.
<b>3</b>	Achieving - Student is consistently meeting the grade level performance standards expected at this point of the year.
<b>2</b>	Progressing - Student is partially meeting the grade level performance standards expected at this point of the year.
<b>1</b>	Beginning/Standard Not Met - Student is not yet meeting grade level performance standards expected at this point of the year.
<b>X</b>	Not Applicable - This standard or group of standards was not assessed during this time period.

Reporting Period	1	2	3
<b>ENGLISH LANGUAGE ARTS</b>			
<b>Foundational Skills</b>			
Recognize features of a sentence (first word, capitalization, ending punctuation).			
Distinguish long from short vowel sounds; blend sounds together to produce words; segment words into beginning, middle, and ending sounds.			
Applies grade level phonics and word analysis skills in decoding words in isolation and in text.			
Read with sufficient accuracy and fluency to support comprehension.			
<b>Reading Literature</b>			
Ask/answer questions about text; retell stories sequentially; Identify story structure; Explain difference between books that tell stories and books that give information; compare/contrast adventures/experiences of characters.			
<b>Reading Informational Text</b>			
Ask/answer questions about text; identify main topic and retell key details; distinguish information from pictures and information from words in text; identify reasons author gives to support points in text; compare/contrast two texts.			
<b>Writing</b>			
Write to compose an opinion; informative/explanatory; and narrative pieces.			
With guidance and support, participates in shared research and writing projects; Responds to questions/suggestions from peers; Adds details to help the reader understand the writing.			
<b>Speaking and Listening</b>			
Follow agreed upon rules for discussions; Ask/answer questions about topics/texts under discussion; Describe topics with relevant details; Produce complete sentences to task and situation.			
<b>Language</b>			
Demonstrate command of conventions of standard English grammar/usage when writing/speaking; Capitalize, punctuate, and spell correctly when writing.			
Determine meaning of unknown and multiple meaning words/phrases using context clues, prefixes/suffixes and root words; Use words/phrases learned when speaking/writing.			

Reporting Period	1	2	3
<b>MATHEMATICS</b>			
<b>Operations and Algebraic Thinking</b>			
Solve addition and subtraction problems; understand and apply the properties of operations and the relationships between addition and subtraction equations within 20.			
<b>Number and Operations in Base Ten</b>			
Understand numbers up to 120 (count, read, write, and represent); explain the place value of each digit in a two-digit number; compare two-digit numbers; demonstrate mathematical thinking using drawings, equations, or words.			
<b>Measurement and Data</b>			
Compare and order the length of objects; tell and write time to the half-hour; ask and answer questions using the data from graphs and charts.			
<b>Geometry</b>			
Identify two- and three-dimensional shapes; define, create, and compare shapes by their attributes; combine to compose new shapes; partition circles and rectangles into two and four parts.			

<b>HISTORY-SOCIAL SCIENCE</b>	
Understand the concepts of units taught (Civics/ Government, Economics, History, and Geography).	

<b>SCIENCE</b>	
Understand the concepts of units taught (Life Science, Earth Science, and Physical Science); Use the Scientific Inquiry process.	

<b>PHYSICAL EDUCATION</b>	
Be actively engaged and participate.	
Demonstrate competency in motor skills and movement patterns.	

Student:

Teacher:

Grade: 1

Reporting Period	1	2	3
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PROGRAM PARTICIPATION	
MTSS-A	PP-1
MTSS-B	PP-2
GATE	PP-3
ELD	PP-4

ATTENDANCE	1	2	3
Days Enrolled			
Days Absent			
Days Tardy			

**TEACHER COMMENTS**

1st Trimester:

2nd Trimester:

3rd Trimester:

SAMPLE