

Grade 1 Student Progress Report

Students are evaluated based on their achievement of the grade-level skills, strategies, and concepts identified in the California content standards.
The marks for each reporting period indicate the student's progress toward expectations.

| | | | |
|----------------------|--|-------------------|--|
| Student Name | | Student ID | |
| Academic Year | | Teacher | |

To the Parent or Guardian of:

| | | | |
|-------------------|-----|-----|-----|
| Attendance | E01 | E02 | E03 |
| Days Enrolled | | | |
| Days Absent | | | |
| Days Tardy | | | |

| English Language Arts | E01 | E02 | E03 |
|---|-----|-----|-----|
| Reading —Listens and responds to increasingly complex literary and informational texts. Reads a range of grade appropriate literary and informational texts to construct and convey meaning. | | | |
| Writing —With appropriate support, conveys information and ideas in writing for a range of purposes and audiences. | | | |
| Speaking and Listening —With appropriate support, employs effective speaking and listening skills for a range of purposes and audiences. | | | |
| Language —Demonstrates increasing command of academic language and the conventions of English when reading, writing, and speaking. | | | |
| Foundational Skills —Applies grade-appropriate word analysis skills to support accurate and fluent reading. | | | |
| Mathematics | | | |
| Operations and Algebraic Thinking —Represents and solves addition and subtraction problems within 20. | | | |
| Number and Operations in Base Ten —Extends the counting sequence to include place value | | | |
| Measurement and Data —Measures lengths indirectly; tells and writes time; represents and interprets data. | | | |
| Geometry —Reasons with shapes and their attributes. | | | |
| Standards for Mathematical Practice —Applies the mathematical practices. | | | |
| History/Social Sciences | | | |
| Demonstrates understanding of the History/Social Science content and standards. | | | |
| Science | | | |
| Demonstrates understanding of science content and concepts. | | | |
| Applies science practices to develop scientific understanding. | | | |

| Visual and Performing Arts | E01 | E02 | E03 |
|--|-----|-----|-----|
| Visual Arts —Demonstrates understanding of appropriate standards. | | | |
| Performing Arts (Dance, Music, Theater) —Demonstrates understanding of appropriate standards. | | | |
| Physical Education | | | |
| Performs and demonstrates knowledge of motor skills and movement patterns. | | | |
| Maintains and demonstrates knowledge of physical fitness concepts. | | | |
| Health | | | |
| Demonstrates knowledge, attitudes and skills in ways that are health enhancing and increase health literacy. | | | |
| English Language Development For English Learners | | | |
| Expected Overall English Proficiency Level (by the end of the school year). | | | |
| Written Expression (current reporting period). | | | |
| Oral Expression (current reporting period). | | | |
| Social, Citizenship, and Learning Skills | | | |
| Respects people, rights, feelings, perspectives, and property. | | | |
| Engages actively in learning and contributes to the learning community. | | | |
| Demonstrates critical thinking, reasoning, and problem solving. | | | |
| Takes responsibility for and perseveres in learning. | | | |
| Comments | | | |

| | |
|-------------------|------|
| Signatures | Date |
| Teacher: | |
| | |

| Legend | Reporting Periods | English Language Development for English Learners: English Language Proficiency Levels |
|--|--|--|
| Progress Toward Standards 4: Exceeding grade level expectations for this reporting period 3: Meeting grade level expectations for this reporting period 2: Approaching grade level expectations for this reporting period 1: Beginning progress towards grade level expectations for this reporting period NA: Not assessed at this time | E01—Elementary Reporting Period 1 E02—Elementary Reporting Period 2 E03—Elementary Reporting Period 3 Social, Citizenship, and Learning Skills C: Consistently; S: Sometimes; R: Rarely | A: Advanced ELD EA: Early Advanced ELD I: Intermediate ELD EI: Early Intermediate ELD B: Beginning ELD NA: Not assessed 1,2,3: Progress within ELD level |