

Name: _____
 School: _____
 Teacher: _____
 Year: 2016-2017

Transitional Kindergarten Report Card

California Content Standards



The Transitional Kindergarten (TK) Report Card is a tool for the San Francisco Unified School District (SFUSD) to communicate with you regarding your child's progress towards achieving California standards. If your child is meeting the expectations outlined in these standards, he or she will be well-prepared for Kindergarten.

Students receive marks that show progress towards end-of-year expectations. Mastery of each expectation is a score of 3 or higher. Instead of letter grades, students receive marks that describe proficiency levels. For detailed information about the proficiency levels for each standard listed on the TK Report Card, please see the online SFUSD Report Card Companion Document at sfusd.edu/ReportCards or request a copy in the school office.

NOTE:

The TK Report Card includes an English Language Development section that is only completed for students who are English Learners. The ELD section includes the California English Language Development (CA ELD) Standards, which describe key skills and knowledge that students learning English need. This section will be blank for students whom English is their primary language.

Key Terms	Descriptions
Proficiency Level Indicators	Proficiency Level Indicators are used to report where students are in meeting the end-of-year expectations. All students receive proficiency indicators for the standards identified on the TK Report Card. English Learners will also receive additional marks for their level of proficiency in the English language related to the CA ELD Standards.
Standards	Standard statements identify what students should know and be able to do by the end of the school year. Standards for each content area subject and English Language Development can be viewed at the California Department of Education website at http://www.cde.ca.gov/be/st/ss/ .
Report Card Companion Document	The SFUSD Report Card Companion Document provides an overview of each content area subject and describes proficiency indicators for the selected standards.

Proficiency Level Indicators for Content Standards		
4	Exceeds end-of-year standard:	Student applies standard in ways that are in-depth and beyond what was taught.
3	Meets end-of-year standard:	Student consistently demonstrates mastery of standard.
2	Approaching end-of-year standard:	Student shows some understanding of the standard and is attempting to consistently meet the standard.
1	Not yet approaching end-of-year standard:	Student needs more practice in understanding the standard.

Proficiency Level Indicators for Content Standards		
BR	Bridging:	Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.
EX	Expanding:	Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying the growing language skills in more sophisticated ways appropriate to their age and grade level.
EM	Emerging:	Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Name: _____
 School: _____
 Teacher: _____
 Year: **2016-2017**

Transitional Kindergarten Report Card

California Content Standards



SOCIAL-EMOTIONAL DEVELOPMENT	T1	T2	T3
Works/plays collaboratively with others			
Regulates emotions and works with focus			
Approaches challenges as learning opportunities			
Accomplishes personal and academic goals			

ENGLISH LANGUAGE ARTS	T1	T2	T3
Recognizes and names most upper case letters			
Recognizes and names most lower case letters			
Recognizes and produces rhyming words			
Recognizes that letters have sounds			
Uses pictures or objects to orally blend words			
Demonstrates knowledge of details in familiar texts through answering questions, retelling, reenacting, or creating artwork			
Makes predictions from age-appropriate text presented by adults			
Writes letters to represent words and ideas			
Writes first name			

ENGLISH LANGUAGE DEVELOPMENT (applies to English Learners for Designated and Integrated ELD)	T1	T2	T3
Contributes to discussions in all settings by taking turns and asking and answering questions			
Expresses an opinion to persuade and negotiate using basic learned phrases in conversations in all settings			
Listens actively to read alouds, presentations, and discussions by asking and answering detailed questions, restating and paraphrasing			
Describes ideas, experiences and key details from a variety of grade level texts and multimedia			
Understands and applies how writers and speakers use language			
Knows and applies basic literacy skills in reading and writing			

California English Language Development Test (CELDT) Scores (applies to English Learners)					
Test Date	Listening	Speaking	Reading	Writing	Overall

HISTORY/SOCIAL STUDIES	T1	T2	T3
Understands they are part of an environment and how their choices impact it			
Describes and applies the characteristics of a good citizen			
Identifies the communities they are a part of			

Proficiency Level Key	
Content Standards 4Exceeds end-of-year standard 3Meets end-of-year standard 2Approaching end-of-year standard 1Not yet approaching end-of-year standard /Not assessed this period	English Language Development (ELD) Standards BRBridging EXExpanding EMEmerging /Not assessed this period

Reporting Periods
T1 = 1st Trimester
T2 =2nd Trimester
T3 =3rd Trimester

Name: _____
 School: _____
 Teacher: _____
 Year: 2016-2017

Transitional Kindergarten Report Card

California Content Standards



MATHEMATICS	T1	T2	T3
Counts to 50 by 1s and 10s			
Writes numbers 0-10			
Identifies the total number of objects in a group up to 30			
Adds and subtracts small quantities of objects (0-10)			
Orders three or more objects by size, length, and weight			
Continues a simple repeating pattern using objects, music or movement			
Combines different shapes to create a picture or design			

SCIENCE	T1	T2	T3
Explains and reasons using cause and effect			
Describes the difference between living and non-living things			
Includes details when recording observations or investigations			
Describes objects and events in the environment in detail			

HEALTH	T1	T2	T3
Identifies and practices basic hygiene			
Names and describes the five senses			

MOTOR SKILLS	T1	T2	T3
Uses scissors to accurately cut lines			
Catches an object thrown by an adult			
Pedals a trike to increase speed and go in different directions			
Kicks a ball from a standing position			

VISUAL AND PERFORMING ARTS	T1	T2	T3
Engages and develops the ability to express self with increasing creativity, complexity, and depth through 2D and 3D visual art			
Engages and develops the ability to express self through creative movement and creative expression			
Engages and develops the ability to create music through instruments, voice, or with objects			

Proficiency Level Key	
Content Standards 4Exceeds end-of-year standard 3Meets end-of-year standard 2Approaching end-of-year standard 1Not yet approaching end-of-year standard /Not assessed this period	English Language Development (ELD) Standards BRBridging EXExpanding EMEmerging /Not assessed this period

Reporting Periods
T1 = 1st Trimester
T2 =2nd Trimester
T3 =3rd Trimester

Name: _____
 School: _____
 Teacher: _____
 Year: 2016-2017

Transitional Kindergarten Report Card

California Content Standards



ATTENDANCE	T1	T2	T3
Days Tardy			
Days Absent			

TEACHER'S COMMENTS

1st Trimester

2nd Trimester

3rd Trimester

Name: _____
 School: _____
 Teacher: _____
 Year: **2016-2017**

Kindergarten Report Card

California Content Standards



The Kindergarten Report Card is a tool for the San Francisco Unified School District (SFUSD) to communicate with you regarding your child's progress towards achieving California standards. If your child is meeting the expectations outlined in these standards, he or she will be well-prepared for 1st grade.

Students receive marks that show progress towards end-of-year expectations. Mastery of each expectation is a score of 3 or higher. Instead of letter grades, students receive marks that describe proficiency levels. For detailed information about the proficiency levels for each standard listed on the Kindergarten Report Card, please see the online SFUSD Report Card Companion Document at sfUSD.edu/ReportCards or request a copy in the school office.

NOTE:

The Kindergarten Report Card includes an English Language Development section that is only completed for students who are English Learners. The ELD section includes the California English Language Development (CA ELD) Standards, which describe key skills and knowledge that students learning English need. This section will be blank for students whom English is their primary language.

Key Terms	Descriptions
Proficiency Level Indicators	Proficiency Level Indicators are used to report where students are in meeting the end-of-year expectations. All students receive proficiency indicators for the standards identified on the Kindergarten Report Card. English Learners will also receive additional marks for their level of proficiency in the English language related to the CA ELD Standards.
Standards	Standard statements identify what students should know and be able to do by the end of the school year.* Standards for each content area subject and English Language Development can be viewed at the California Department of Education website at http://www.cde.ca.gov/be/st/ss/ . *Note: The English Language Arts Standard, Reads at grade level expectations for this trimester, indicates proficiency level by the end of a given trimester.
Report Card Companion Document	The SFUSD Report Card Companion Document provides an overview of each content area subject and describes proficiency indicators for the selected standards.

Proficiency Level Indicators for Content Standards		
4	Exceeds end-of-year standard:	Student applies standard in ways that are in-depth and beyond what was taught.
3	Meets end-of-year standard:	Student consistently demonstrates mastery of standard.
2	Approaching end-of-year standard:	Student shows some understanding of the standard and is attempting to consistently meet the standard.
1	Not yet approaching end-of-year standard:	Student needs more practice in understanding the standard.

Proficiency Level Indicators for English Language Development (ELD) Standards		
BR	Bridging:	Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.
EX	Expanding:	Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying the growing language skills in more sophisticated ways appropriate to their age and grade level.
EM	Emerging:	Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Name: _____
 School: _____
 Teacher: _____
 Year: **2016-2017**

Kindergarten Report Card

California Content Standards



SOCIAL-EMOTIONAL DEVELOPMENT	T1	T2	T3
Works/plays collaboratively with others			
Regulates emotions and works with focus			
Approaches challenges as learning opportunities			
Accomplishes personal and academic goals			

ENGLISH LANGUAGE ARTS	T1	T2	T3
Retells stories and names the topic of informational texts including important details with help from teacher			
Identifies basic similarities in and differences between two stories and texts on the same topic with help from teacher			
Uses drawing, dictation, and writing to describe an event			
Uses drawing, dictation, and writing to give information about a topic			
Uses drawing, dictation, and writing to share an opinion			
Participates in discussions, asks and answers questions about topics and texts			
Names and produces the sounds of all letters			
Prints all upper and lower case letters			
Reads 25 high frequency words			
Uses sound-letter knowledge to spell simple words			
Reads at grade level expectations for this trimester*			

ENGLISH LANGUAGE DEVELOPMENT (applies to English Learners for Designated and Integrated ELD)	T1	T2	T3
Contributes to discussions in all settings by taking turns and asking and answering questions			
Expresses an opinion to persuade and negotiate using basic learned phrases in conversations in all settings			
Listens actively to read alouds, presentations, and discussions by asking and answering detailed questions, restating and paraphrasing			
Describes ideas, experiences and key details from a variety of grade level texts and multimedia			
Understands and applies how writers and speakers use language			
Knows and applies basic literacy skills in reading and writing			

California English Language Development Test (CELDT) Scores (applies to English Learners)						Met progress by increasing at least one CELDT level from prior year
Test Date	Listening	Speaking	Reading	Writing	Overall	

HISTORY/SOCIAL STUDIES	T1	T2	T3
Compares and contrasts the location of people, places and environments (maps, layouts, and symbols)			
Describes and applies the characteristics of a good citizen			
Places events in order (days, weeks, months)			

Proficiency Level Key	
Content Standards	English Language Development (ELD) Standards
4Exceeds end-of-year standard	BRBridging
3Meets end-of-year standard	EXExpanding
2Approaching end-of-year standard	EMEmerging
1Not yet approaching end-of-year standard	/Not assessed this period
/Not assessed this period	

Reporting Periods
T1 = 1st Trimester
T2 =2nd Trimester
T3 =3rd Trimester

Name: _____
 School: _____
 Teacher: _____
 Year: **2016-2017**

Kindergarten Report Card

California Content Standards



MATHEMATICS	T1	T2	T3
Reasons about problems, explains thinking, and considers thinking of others			
Counts to 100 in various ways			
Counts with one-to-one correspondence up to 20 objects			
Can write the numbers to 20			
Breaks numbers up to 10 into pairs in various ways			
Represents and solves addition situations up to 10 in various ways			
Represents and solves subtraction situations up to 10 in various ways			
Fluently adds and subtracts within 5			
Names and describes 2D and 3D shapes			
Compares two objects by a measurable attribute			

SCIENCE	T1	T2	T3
Asks questions based on observations to find more information about the natural and human-made world			
With guidance, plans and conducts an investigation in collaboration with peers			
Distinguishes between a scientific model and an actual object, process, or event; compares and contrasts scientific models			
Designs or builds a device that solves a specific problem			

HEALTH	T1	T2	T3
Identifies and practices basic hygiene			
Understands and applies basic safety concepts			
Identifies and chooses healthy foods and activities			

PHYSICAL EDUCATION	T1	T2	T3
Travels safely within a large group while performing various locomotor skills (walking, running, jumping, hopping, skipping, galloping)			
Tosses a ball to oneself, using an underhand throwing pattern, and catches it			
Bounces a ball continuously, using two hands at the same time			
Identifies locomotor skills (walking, running, jumping, hopping, skipping, galloping)			
Identifies body parts involved when stretching			

VISUAL AND PERFORMING ARTS	T1	T2	T3
Engages and develops the ability to express self with increasing creativity, complexity, and depth through 2D and 3D visual art			
Engages and develops the ability to express self through creative movement and creative expression			
Engages and develops the ability to create music through instruments, voice, or with objects			

Proficiency Level Key	
Content Standards 4Exceeds end-of-year standard 3Meets end-of-year standard 2Approaching end-of-year standard 1Not yet approaching end-of-year standard /Not assessed this period	English Language Development (ELD) Standards BRBridging EXExpanding EMEmerging /Not assessed this period

Reporting Periods
T1 = 1st Trimester
T2 =2nd Trimester
T3 =3rd Trimester

Name: _____

School: _____

Teacher: _____

Year: **2016-2017** _____

Kindergarten Report Card

California Content Standards



ATTENDANCE	T1	T2	T3
Days Tardy			
Days Absent			

TEACHER'S COMMENTS

1st Trimester

Blank area for teacher's comments for the 1st Trimester.

2nd Trimester

Blank area for teacher's comments for the 2nd Trimester.

3rd Trimester

Blank area for teacher's comments for the 3rd Trimester.

Name: _____

School: _____

Teacher: _____

Year: 2016-2017

Grade 1 Report Card

California Content Standards



The Grade 1 Report Card is a tool for the San Francisco Unified School District (SFUSD) to communicate with you regarding your child's progress towards achieving California standards. If your child is meeting the expectations outlined in these standards, he or she will be well-prepared for 2nd grade.

Students receive marks that show progress towards end-of-year expectations. Mastery of each expectation is a score of 3 or higher. Instead of letter grades, students receive marks that describe proficiency levels. For detailed information about the proficiency levels for each standard listed on the Grade 1 Report Card, please see the online SFUSD Report Card Companion Document at sfusd.edu/ReportCards or request a copy in the school office.

NOTE:

The Grade 1 Report Card includes an English Language Development section that is only completed for students who are English Learners. The ELD section includes the California English Language Development (CA ELD) Standards, which describe key skills and knowledge that students learning English need. This section will be blank for students whom English is their primary language.

Key Terms	Descriptions
Proficiency Level Indicators	Proficiency Level Indicators are used to report where students are in meeting the end-of-year expectations. All students receive proficiency indicators for the standards identified on the Kindergarten Report Card. English Learners will also receive additional marks for their level of proficiency in the English language related to the CA ELD Standards.
Standards	Standard statements identify what students should know and be able to do by the end of the school year.* Standards for each content area subject and English Language Development can be viewed at the California Department of Education website at http://www.cde.ca.gov/be/st/ss/ . *Note: The English Language Arts Standard, Reads at grade level expectations for this trimester, indicates proficiency level by the end of a given trimester.
Report Card Companion Document	The SFUSD Report Card Companion Document provides an overview of each content area subject and describes proficiency indicators for the selected standards.

Proficiency Level Indicators for Content Standards		
4	Exceeds end-of-year standard:	Student applies standard in ways that are in-depth and beyond what was taught.
3	Meets end-of-year standard:	Student consistently demonstrates mastery of standard.
2	Approaching end-of-year standard:	Student shows some understanding of the standard and is attempting to consistently meet the standard.
1	Not yet approaching end-of-year standard:	Student needs more practice in understanding the standard.

Proficiency Level Indicators for English Language Development (ELD) Standards		
BR	Bridging:	Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.
EX	Expanding:	Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying the growing language skills in more sophisticated ways appropriate to their age and grade level.
EM	Emerging:	Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Name: _____

School: _____

Teacher: _____

Year: 2016-2017

Grade 1 Report Card

California Content Standards



SOCIAL-EMOTIONAL DEVELOPMENT	T1	T2	T3
Works/plays collaboratively with others			
Regulates emotions and works with focus			
Approaches challenges as learning opportunities			
Accomplishes personal and academic goals			

ENGLISH LANGUAGE ARTS	T1	T2	T3
Retells stories and names the topic of informational texts including important details			
Compares and contrasts stories and informational texts on the same topic			
Writes narratives about events in the correct order; includes details, and provides a sense of closure			
Writes informative/explanatory pieces; names the topic, supplies some facts, and provides a sense of closure			
Writes opinion pieces; states an opinion, supplies a supporting reason, and provides a sense of closure			
Participates in discussions, asks and answers questions about topics and texts			
Uses grade level phonics and word solving strategies to read unknown words in a text			
Uses grade level writing conventions for capitalization, punctuation, and spelling			
Reads at grade level expectations for this trimester*			

ENGLISH LANGUAGE DEVELOPMENT (applies to English Learners for Designated and Integrated ELD)	T1	T2	T3
Contributes to discussions in all settings by taking turns and asking and answering questions			
Expresses an opinion to persuade and negotiate using basic learned phrases in conversations in all settings			
Listens actively to read alouds, presentations, and discussions by asking and answering detailed questions, restating and paraphrasing			
Describes ideas, experiences and key details from a variety of grade level texts and multimedia			
Understands and applies how writers and speakers use language			
Knows and applies basic literacy skills in reading and writing			

California English Language Development Test (CELDT) Scores (applies to English Learners)						Met progress by increasing at least one CELDT level from prior year
Test Date	Listening	Speaking	Reading	Writing	Overall	

HISTORY/SOCIAL STUDIES	T1	T2	T3
Understands what laws are and the role of a citizen/being a member of a community			
Recognizes the features of a map including directions, bodies of water and land masses			
Identifies and understands symbols, icons, and traditions of the U.S.			
Compares and contrasts life in different times and places around the world			
Understands the concept of exchange and use of money			

Proficiency Level Key	
Content Standards 4Exceeds end-of-year standard 3Meets end-of-year standard 2Approaching end-of-year standard 1Not yet approaching end-of-year standard /Not assessed this period	English Language Development (ELD) Standards BRBridging EXExpanding EMEmerging /Not assessed this period

Reporting Periods
T1 = 1st Trimester
T2 =2nd Trimester
T3 =3rd Trimester

Name: _____
 School: _____
 Teacher: _____
 Year: 2016-2017

Grade 1 Report Card

California Content Standards



MATHEMATICS	T1	T2	T3
Reasons about problems, explains thinking, and considers thinking of others			
Represents and solves addition and subtraction situations with unknowns in all positions, in various ways			
Adds and subtracts within 20 using various strategies, fluency to 10			
Works with addition and subtraction equations to solve for unknowns and determines if equations are true or false			
Counts, reads, writes and represents objects to 120			
Composes, decomposes, and compares two digit numbers by tens and ones			
Adds within 100 using the understanding of tens and ones in various ways; mentally finds 10 more or 10 less than a two-digit number			
Orders and compares objects using a third object; measures lengths using repeating units			
Tells and writes time to the hour and half-hour			
Uses tables, picture graphs and bar graphs to show and understand data			
Uses the attribute understanding of 2D and 3D shapes to build, draw, compose and decompose shapes			

SCIENCE	T1	T2	T3
Asks questions based on observations to find more information about the natural and human-made world			
Participates in class investigations; makes observations and collects data that can be used to answer a question or make comparisons			
Records and shares scientific observations, thoughts, and ideas in the form of pictures, drawings, and/or writing			
Designs or builds a device that solves a specific problem			

HEALTH	T1	T2	T3
Describes how humans and other living things grow and names major body parts			
Explains and applies ways to stay healthy			
Identifies and explains safe and unsafe practices			

PHYSICAL EDUCATION	T1	T2	T3
Performs a variety of locomotor skills to tempos, rhythms, and signals			
Jumps a swinging rope held by others			
Catches a self-tossed ball			
Explains the differences between a variety of locomotor skills (walking/running, jumping/hopping, skipping/galloping)			
Identifies physical activities that cause the heart to beat faster			

VISUAL AND PERFORMING ARTS	T1	T2	T3
Engages and develops the ability to express self with increasing creativity, complexity, and depth through 2D and 3D visual art			
Engages and develops the ability to express self through creative movement and creative expression			
Engages and develops the ability to create music through instruments, voice, or with objects			

Proficiency Level Key	
Content Standards 4Exceeds end-of-year standard 3Meets end-of-year standard 2Approaching end-of-year standard 1Not yet approaching end-of-year standard /Not assessed this period	English Language Development (ELD) Standards BRBridging EXExpanding EMEmerging /Not assessed this period

Reporting Periods
T1 = 1st Trimester
T2 =2nd Trimester
T3 =3rd Trimester

Name: _____

School: _____

Teacher: _____

Year: 2016-2017

Grade 1 Report Card

California Content Standards



ATTENDANCE	T1	T2	T3
Days Tardy			
Days Absent			

TEACHER'S COMMENTS

1st Trimester

Blank area for teacher's comments for the 1st Trimester.

2nd Trimester

Blank area for teacher's comments for the 2nd Trimester.

3rd Trimester

Blank area for teacher's comments for the 3rd Trimester.

Name: _____

School: _____

Teacher: _____

Year: **2016-2017** _____

Grade 2 Report Card

California Content Standards



The Grade 2 Report Card is a tool for the San Francisco Unified School District (SFUSD) to communicate with you regarding your child's progress towards achieving California standards. If your child is meeting the expectations outlined in these standards, he or she will be well-prepared for 3rd grade.

Students receive marks that show progress towards end-of-year expectations. Mastery of each expectation is a score of 3 or higher. Instead of letter grades, students receive marks that describe proficiency levels. For detailed information about the proficiency levels for each standard listed on the Grade 2 Report Card, please see the online SFUSD Report Card Companion Document at sfusd.edu/ReportCards or request a copy in the school office.

NOTE:

The Grade 2 Report Card includes an English Language Development section that is only completed for students who are English Learners. The ELD section includes the California English Language Development (CA ELD) Standards, which describe key skills and knowledge that students learning English need. This section will be blank for students whom English is their primary language.

Key Terms	Descriptions
Proficiency Level Indicators	Proficiency Level Indicators are used to report where students are in meeting the end-of-year expectations. All students receive proficiency indicators for the standards identified on the Grade 2 Report Card. English Learners will also receive additional marks for their level of proficiency in the English language related to the CA ELD Standards.
Standards	Standard statements identify what students should know and be able to do by the end of the school year.* Standards for each content area subject and English Language Development can be viewed at the California Department of Education website at http://www.cde.ca.gov/be/st/ss/ . *Note: The English Language Arts Standard, Reads at grade level expectations for this trimester, indicates proficiency level by the end of a given trimester.
Report Card Companion Document	The SFUSD Report Card Companion Document provides an overview of each content area subject and describes proficiency indicators for the selected standards.

Proficiency Level Indicators for Content Standards		
4	Exceeds end-of-year standard:	Student applies standard in ways that are in-depth and beyond what was taught.
3	Meets end-of-year standard:	Student consistently demonstrates mastery of standard.
2	Approaching end-of-year standard:	Student shows some understanding of the standard and is attempting to consistently meet the standard.
1	Not yet approaching end-of-year standard:	Student needs more practice in understanding the standard.

Proficiency Level Indicators for English Language Development (ELD) Standards		
BR	Bridging:	Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.
EX	Expanding:	Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying the growing language skills in more sophisticated ways appropriate to their age and grade level.
EM	Emerging:	Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Name: _____
 School: _____
 Teacher: _____
 Year: **2016-2017**

Grade 2 Report Card

California Content Standards



SOCIAL-EMOTIONAL DEVELOPMENT	T1	T2	T3
Works/plays collaboratively with others			
Regulates emotions and works with focus			
Approaches challenges as learning opportunities			
Accomplishes personal and academic goals			

ENGLISH LANGUAGE ARTS	T1	T2	T3
Recounts stories and identifies the central message; identifies the main topic in informational texts			
Compares and contrasts the main points presented by two texts on the same topic			
Writes narratives about events in the correct order; includes details to describe actions, and provides a sense of closure			
Writes informative/explanatory pieces; introduces the topic, supplies facts to develop points, and provides a concluding statement			
Writes opinion pieces; introduces a topic, states an opinion supported by reasons, and provides a concluding statement			
Participates in discussions, asks and answers questions about topics and texts			
Uses grade-level phonics and word analysis skills to read words			
Uses grade level writing conventions for capitalization, punctuation, and spelling			
Reads at grade level expectations for this trimester*			

ENGLISH LANGUAGE DEVELOPMENT (applies to English Learners for Designated and Integrated ELD)	T1	T2	T3
Contributes to discussions in all settings by asking relevant questions, and building on others' ideas			
Expresses an opinion to persuade and negotiate using expanded learned phrases in conversations in all settings			
Listens actively to read alouds, presentations, and discussions by asking and answering detailed questions, restating and paraphrasing			
Describes ideas, experiences, key text elements and details from a variety of grade level texts and multimedia			
Understands and applies how writers and speakers use language			
Knows and applies basic literacy skills in reading and writing			

California English Language Development Test (CELDT) Scores (applies to English Learners)						Met progress by increasing at least one CELDT level from prior year
Test Date	Listening	Speaking	Reading	Writing	Overall	

HISTORY/SOCIAL STUDIES	T1	T2	T3
Differentiates between life now and life in the past			
Demonstrates map skills by describing the location of people, places and environments and locating geographic features			
Understands the role of government, rights, and responsibilities			
Describes food production and consumption long ago and today			
Understands how heroic figures contribute and make a difference			

Proficiency Level Key	
Content Standards	English Language Development (ELD) Standards
4Exceeds end-of-year standard	BRBridging
3Meets end-of-year standard	EXExpanding
2Approaching end-of-year standard	EMEmerging
1Not yet approaching end-of-year standard	/Not assessed this period
/Not assessed this period	

Reporting Periods
T1 = 1st Trimester
T2 =2nd Trimester
T3 =3rd Trimester

Name: _____

School: _____

Teacher: _____

Year: **2016-2017**

Grade 2 Report Card

California Content Standards



MATHEMATICS	T1	T2	T3
Reasons about problems, explains thinking, and considers thinking of others			
Uses concrete models and drawings to solve multi-step word problems involving situations of adding to and taking from with unknowns in different positions			
Fluently adds and subtracts within 20 using mental strategies			
Uses place value understanding and properties of operations to add and subtract			
Understands place value as composing and decomposing 10s or 100s in order to add and subtract within 1000			
Measures length using appropriate tools such as rulers, yardsticks, and measuring tapes; estimates and records units in inches, feet, centimeters and meters			
Solves word problems involving dollars, quarters, dimes, nickels, and pennies			
Writes and tells time to the nearest five minutes			
Partitions rectangles and circles into equal shares and describes them as halves, thirds, and fourths			
Uses tables, picture graphs, bar graphs, and line plots to represent and interpret data			
Uses addition to find the total number of objects arranged in a rectangular array, and writes as an equation			

SCIENCE	T1	T2	T3
Asks and identifies questions that can be answered by an investigation			
Uses scientific models to represent relationships, such as size and pattern, in the natural and human-made world			
Plans and conducts investigations collaboratively, and evaluates different ways of collecting data to best answer a question			
Designs or builds a device that solves a specific problem, and compares multiple solutions to a problem			

HEALTH	T1	T2	T3
Identifies and chooses healthy foods according to MyPlate recommendations			
Distinguishes between helpful and harmful substances, and makes healthy choices accordingly			
Knows and practices healthy behaviors to reduce illness			

PHYSICAL EDUCATION	T1	T2	T3
Rolls a ball for distance using proper form			
Jumps a turned rope repeatedly			
Catches a thrown ball above and below the waist			
Demonstrates proper form for stretching specific muscle groups			
Explains how to reduce the impact force of an oncoming object			

VISUAL AND PERFORMING ARTS	T1	T2	T3
Engages and develops the ability to express self with increasing creativity, complexity, and depth through 2D and 3D visual art			
Engages and develops the ability to express self through creative movement and creative expression			
Engages and develops the ability to create music through instruments, voice, or with objects			

Proficiency Level Key	
Content Standards	English Language Development (ELD) Standards
4Exceeds end-of-year standard	BRBridging
3Meets end-of-year standard	EXExpanding
2Approaching end-of-year standard	EMEmerging
1Not yet approaching end-of-year standard	/Not assessed this period
/Not assessed this period	

Reporting Periods
T1 = 1st Trimester
T2 =2nd Trimester
T3 =3rd Trimester

Name: _____

School: _____

Teacher: _____

Year: **2016-2017** _____

Grade 2 Report Card

California Content Standards



ATTENDANCE	T1	T2	T3
Days Tardy			
Days Absent			

TEACHER'S COMMENTS

1st Trimester

Blank area for teacher's comments for the 1st Trimester.

2nd Trimester

Blank area for teacher's comments for the 2nd Trimester.

3rd Trimester

Blank area for teacher's comments for the 3rd Trimester.

Name: _____

School: _____

Teacher: _____

Year: **2016-2017** _____

Grade 3 Report Card California Content Standards



The Grade 3 Report Card is a tool for the San Francisco Unified School District (SFUSD) to communicate with you regarding your child's progress towards achieving California standards. If your child is meeting the expectations outlined in these standards, he or she will be well-prepared for 4th grade.

Students receive marks that show progress towards end-of-year expectations. Mastery of each expectation is a score of 3 or higher. Instead of letter grades, students receive marks that describe proficiency levels. For detailed information about the proficiency levels for each standard listed on the Grade 3 Report Card, please see the online SFUSD Report Card Companion Document at sfusd.edu/ReportCards or request a copy in the school office.

NOTE:

The Grade 3 Report Card includes an English Language Development section that is only completed for students who are English Learners. The ELD section includes the California English Language Development (CA ELD) Standards, which describe key skills and knowledge that students learning English need. This section will be blank for students whom English is their primary language.

Key Terms	Descriptions
Proficiency Level Indicators	Proficiency Level Indicators are used to report where students are in meeting the end-of-year expectations. All students receive proficiency indicators for the standards identified on the Grade 3 Report Card. English Learners will also receive additional marks for their level of proficiency in the English language related to the CA ELD Standards.
Standards	Standard statements identify what students should know and be able to do by the end of the school year.* Standards for each content area subject and English Language Development can be viewed at the California Department of Education website at http://www.cde.ca.gov/be/st/ss/ .
Report Card Companion Document	The SFUSD Report Card Companion Document provides an overview of each content area subject and describes proficiency indicators for the selected standards.

Proficiency Level Indicators for Content Standards		
4	Exceeds end-of-year standard:	Student applies standard in ways that are in-depth and beyond what was taught.
3	Meets end-of-year standard:	Student consistently demonstrates mastery of standard.
2	Approaching end-of-year standard:	Student shows some understanding of the standard and is attempting to consistently meet the standard.
1	Not yet approaching end-of-year standard:	Student needs more practice in understanding the standard.

Proficiency Level Indicators for English Language Development (ELD) Standards		
BR	Bridging:	Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.
EX	Expanding:	Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying the growing language skills in more sophisticated ways appropriate to their age and grade level.
EM	Emerging:	Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Name: _____
 School: _____
 Teacher: _____
 Year: **2016-2017**

Grade 3 Report Card

California Content Standards



SOCIAL-EMOTIONAL DEVELOPMENT	T1	T2	T3
Works/plays collaboratively with others			
Regulates emotions and works with focus			
Approaches challenges as learning opportunities			
Accomplishes personal and academic goals			

ENGLISH LANGUAGE ARTS	T1	T2	T3
Recounts stories, identifies the main idea of informational texts and provides details			
Compares and contrasts main points and details presented by two texts on the same topic			
Writes narratives; establishes a situation, effectively uses narrative techniques, and provides a conclusion			
Writes informative/explanatory pieces; introduces the topic, uses facts to develop points, and provides a concluding statement			
Writes opinion pieces; introduces a topic, states a point of view supported by reasons, and provides a concluding statement			
Reports orally on a topic with appropriate facts and details			
Uses grade level phonics and more than one strategy to solve unknown words in a text			
Uses grade level writing conventions for capitalization, punctuation, and spelling			
Reads at grade level expectations			

ENGLISH LANGUAGE DEVELOPMENT (applies to English Learners for Designated and Integrated ELD)	T1	T2	T3
Contributes to discussions in all settings by asking relevant questions, and building on others' ideas			
Expresses an opinion to persuade and negotiate using expanded learned phrases in conversations in all settings			
Listens actively to read alouds, presentations, and discussions by asking and answering detailed questions, restating and paraphrasing			
Describes ideas, experiences, key text elements and details from a variety of grade level texts and multimedia			
Understands and applies how writers and speakers use language			
Knows and applies basic literacy skills in reading and writing			

California English Language Development Test (CELDT) Scores (applies to English Learners)						Met progress by increasing at least one CELDT level from prior year
Test Date	Listening	Speaking	Reading	Writing	Overall	

HISTORY/SOCIAL STUDIES	T1	T2	T3
Identifies geographical features, and uses map and charts to organize information			
Describes the American Indian nations			
Describes the sequence of major historical events in local history			
Understands the role of rules and laws and the basic structure of the U.S. government			
Understands and describes the economy of the local region			

Proficiency Level Key	
Content Standards 4Exceeds end-of-year standard 3Meets end-of-year standard 2Approaching end-of-year standard 1Not yet approaching end-of-year standard /Not assessed this period	English Language Development (ELD) Standards BRBridging EXExpanding EMEmerging /Not assessed this period

Reporting Periods
T1 = 1st Trimester
T2 =2nd Trimester
T3 =3rd Trimester

Name: _____

School: _____

Teacher: _____

Year: **2016-2017** _____

Grade 3 Report Card

California Content Standards



MATHEMATICS	T1	T2	T3
Reasons about problems, explains thinking, and considers thinking of others			
Represents and solves problems involving multiplication and division			
Uses properties of operations to fluently multiply and divide within 100			
Solves problems involving the four operations using equations, patterns in numbers, and the reasonableness of the answers			
Uses place value/properties of operations to fluently add and subtract numbers within 1000			
Represents and explains fractions as numbers			
Measures area and relates it to multiplication and addition			
Measures perimeter and distinguishes it from/relates it to area			
Categorizes shapes by their attributes and divides shapes into equal areas			
Solves problems involving measuring time, volume, and mass			
Makes, interprets, and analyzes a scaled picture/bar graph and a line plot using halves and fourths of inches			

SCIENCE	T1	T2	T3
Asks questions about variables that can be investigated based on patterns such as cause and effect relationships			
Plans and conducts investigations collaboratively (using fair tests, controlled variables, and considering the number of trials), to produce data as the basis for evidence			
Collaboratively develops and revises scientific models that show the relationships among variables within different systems			
Applies scientific ideas when designing or building a device that solves a specific problem, and compares multiple solutions to a problem			

HEALTH	T1	T2	T3
Explains and practices positive peer and family relationships			
Identifies and demonstrates health practices that reduce illness and disease caused by bacteria and viruses			
Recognizes and demonstrates respect for individual differences in growth and development			

PHYSICAL EDUCATION	T1	T2	T3
Throws and catches an object with a partner while increasing distance			
Dribbles a ball while traveling and changing directions			
Jumps rope continuously forward and backward			
Identifies stretches that are safe versus unsafe			
Names and locates the major muscle groups of the body			

VISUAL AND PERFORMING ARTS	T1	T2	T3
Engages and develops the ability to express self with increasing creativity, complexity, and depth through 2D and 3D visual art			
Engages and develops the ability to express self through creative movement and creative expression			
Engages and develops the ability to create music through instruments, voice, or with objects			

Proficiency Level Key	
Content Standards	English Language Development (ELD) Standards
4Exceeds end-of-year standard	BRBridging
3Meets end-of-year standard	EXExpanding
2Approaching end-of-year standard	EMEmerging
1Not yet approaching end-of-year standard	/Not assessed this period
/Not assessed this period	

Reporting Periods
T1 = 1st Trimester
T2 =2nd Trimester
T3 =3rd Trimester

Name: _____

School: _____

Teacher: _____

Year: **2016-2017** _____

Grade 3 Report Card

California Content Standards



ATTENDANCE	T1	T2	T3
Days Tardy			
Days Absent			

TEACHER'S COMMENTS

1st Trimester

Blank area for teacher's comments for the 1st Trimester.

2nd Trimester

Blank area for teacher's comments for the 2nd Trimester.

3rd Trimester

Blank area for teacher's comments for the 3rd Trimester.

Name: _____

School: _____

Teacher: _____

Year: **2016-2017** _____

Grade 4 Report Card

California Content Standards



The Grade 4 Report Card is a tool for the San Francisco Unified School District (SFUSD) to communicate with you regarding your child's progress towards achieving California standards. If your child is meeting the expectations outlined in these standards, he or she will be well-prepared for 5th grade.

Students receive marks that show progress towards end-of-year expectations. Mastery of each expectation is a score of 3 or higher. Instead of letter grades, students receive marks that describe proficiency levels. For detailed information about the proficiency levels for each standard listed on the Grade 4 Report Card, please see the online SFUSD Report Card Companion Document at sfusd.edu/ReportCards or request a copy in the school office.

NOTE:

The Grade 4 Report Card includes an English Language Development section that is only completed for students who are English Learners. The ELD section includes the California English Language Development (CA ELD) Standards, which describe key skills and knowledge that students learning English need. This section will be blank for students whom English is their primary language.

Key Terms	Descriptions
Proficiency Level Indicators	Proficiency Level Indicators are used to report where students are in meeting the end-of-year expectations. All students receive proficiency indicators for the standards identified on the Grade 4 Report Card. English Learners will also receive additional marks for their level of proficiency in the English language related to the CA ELD Standards.
Standards	Standard statements identify what students should know and be able to do by the end of the school year.* Standards for each content area subject and English Language Development can be viewed at the California Department of Education website at http://www.cde.ca.gov/be/st/ss/ .
Report Card Companion Document	The SFUSD Report Card Companion Document provides an overview of each content area subject and describes proficiency indicators for the selected standards.

Proficiency Level Indicators for Content Standards		
4	Exceeds end-of-year standard:	Student applies standard in ways that are in-depth and beyond what was taught.
3	Meets end-of-year standard:	Student consistently demonstrates mastery of standard.
2	Approaching end-of-year standard:	Student shows some understanding of the standard and is attempting to consistently meet the standard.
1	Not yet approaching end-of-year standard:	Student needs more practice in understanding the standard.

Proficiency Level Indicators for English Language Development (ELD) Standards		
BR	Bridging:	Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.
EX	Expanding:	Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying the growing language skills in more sophisticated ways appropriate to their age and grade level.
EM	Emerging:	Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Name: _____
 School: _____
 Teacher: _____
 Year: **2016-2017**

Grade 4 Report Card

California Content Standards



SOCIAL-EMOTIONAL DEVELOPMENT	T1	T2	T3
Works/plays collaboratively with others			
Regulates emotions and works with focus			
Approaches challenges as learning opportunities			
Accomplishes personal and academic goals			

ENGLISH LANGUAGE ARTS	T1	T2	T3
Determines the theme of a story and the main idea of informational texts; summarizes the text			
Integrates information from different texts to write or speak about a subject			
Writes narratives; establishes a situation, effectively uses narrative techniques, and provides a conclusion			
Writes informative/explanatory texts; logically develops a topic with facts, details or quotations, and provides a concluding section			
Writes opinion pieces; states a point of view supported by logically ordered reasons, and provides a concluding section			
Reports orally on a topic with appropriate facts and details to support ideas			
Uses grade level phonics and more than one strategy to solve unknown words in a text			
Uses grade level writing conventions for capitalization, punctuation, and spelling			
Reads at grade level expectations			

ENGLISH LANGUAGE DEVELOPMENT (applies to English Learners for Designated and Integrated ELD)	T1	T2	T3
Contributes to discussions in all settings by asking relevant questions, building on others' ideas, providing useful feedback and using relevant information			
Expresses an opinion to persuade and negotiate using complex learned phrases in conversations			
Listens actively to read alouds, presentations, and discussions by asking and answering detailed questions, restating and paraphrasing			
Explains ideas, experiences and connections based on a variety of grade-level texts and multimedia			
Understands and applies how writers and speakers use language			
Knows and applies basic literacy skills in reading and writing			

California English Language Development Test (CELDT) Scores (applies to English Learners)						Met progress by increasing at least one CELDT level from prior year
Test Date	Listening	Speaking	Reading	Writing	Overall	

HISTORY/SOCIAL STUDIES	T1	T2	T3
Understands the physical and human geographic features of California regions			
Describes the social, political, cultural, and economic life in California (pre-Colombian to Spanish mission)			
Explains the economic, social, and political life in California and describes the events leading to statehood			
Understands the structures, functions and powers of local, state and federal governments			

Proficiency Level Key	
Content Standards	English Language Development (ELD) Standards
4Exceeds end-of-year standard	BRBridging
3Meets end-of-year standard	EXExpanding
2Approaching end-of-year standard	EMEmerging
1Not yet approaching end-of-year standard	/Not assessed this period
/Not assessed this period	

Reporting Periods
T1 = 1st Trimester
T2 =2nd Trimester
T3 =3rd Trimester

Name: _____

School: _____

Teacher: _____

Year: **2016-2017** _____

Grade 4 Report Card

California Content Standards



MATHEMATICS	T1	T2	T3
Reasons about problems, explains thinking, and considers thinking of others			
Generalizes place value understanding for multi-digit numbers			
Uses place value and properties of operations with whole numbers to solve problems			
Builds understanding of factors and multiples			
Builds understanding of fraction equivalence and ordering, and uses unit fractions to add, subtract, and multiply			
Makes and interprets line plots using measurements in fractions of a unit			
Understands concepts of angles and angle measures			
Solves problems involving measurement and conversion from larger to smaller units			
Generates and analyzes patterns that follow a given rule			
Understands and uses decimal notation for fractions			
Classifies two-dimensional shapes by properties of their lines and angles			

SCIENCE	T1	T2	T3
Asks questions about what would happen if a variable is changed and identifies scientific (testable) and non-scientific (non-testable) questions			
Develops a scientific model to describe a scientific principle or predict phenomena			
Plans and conducts investigations collaboratively, using fair tests, producing data to serve as evidence, and evaluating methods of data collection			
Generates and compares multiple solutions to a problem based on how well they meet the criteria and constraints of a design challenge			

HEALTH	T1	T2	T3
Describes how to use a decision making process to select nutritious foods, beverages, and physical activities			
Describes the types and effects of bullying and harassment behaviors and demonstrates how to be an ally			
Describes the effects of alcohol, tobacco, and other drugs, and strategies to avoid substance abuse			

PHYSICAL EDUCATION	T1	T2	T3
Throws and catches an object with a partner while both are moving			
Keeps a dribbled ball away from a defender			
Stops a kicked ball by trapping it with the foot			
Calculates heart rate for 10 and 15 second intervals			
Sets short term goals for cardio endurance			

VISUAL AND PERFORMING ARTS	T1	T2	T3
Engages and develops the ability to express self with increasing creativity, complexity, and depth through 2D and 3D visual art			
Engages and develops the ability to express self through creative movement and creative expression			
Engages and develops the ability to create music through instruments, voice, or with objects			

Proficiency Level Key	
Content Standards	English Language Development (ELD) Standards
4Exceeds end-of-year standard	BRBridging
3Meets end-of-year standard	EXExpanding
2Approaching end-of-year standard	EMEmerging
1Not yet approaching end-of-year standard	/Not assessed this period
/Not assessed this period	

Reporting Periods
T1 = 1st Trimester
T2 =2nd Trimester
T3 =3rd Trimester

Name: _____

School: _____

Teacher: _____

Year: **2016-2017** _____

Grade 4 Report Card

California Content Standards



ATTENDANCE	T1	T2	T3
Days Tardy			
Days Absent			

TEACHER'S COMMENTS

1st Trimester

Blank area for teacher's comments for the 1st Trimester.

2nd Trimester

Blank area for teacher's comments for the 2nd Trimester.

3rd Trimester

Blank area for teacher's comments for the 3rd Trimester.

Name: _____

School: _____

Teacher: _____

Year: 2016-2017

Grade 5 Report Card

California Content Standards



The Grade 5 Report Card is a tool for the San Francisco Unified School District (SFUSD) to communicate with you regarding your child's progress towards achieving California standards. If your child is meeting the expectations outlined in these standards, he or she will be well-prepared for 6th grade.

Students receive marks that show progress towards end-of-year expectations. Mastery of each expectation is a score of 3 or higher. Instead of letter grades, students receive marks that describe proficiency levels. For detailed information about the proficiency levels for each standard listed on the Grade 5 Report Card, please see the online SFUSD Report Card Companion Document at sfusd.edu/ReportCards or request a copy in the school office.

NOTE:

The Grade 5 Report Card includes an English Language Development section that is only completed for students who are English Learners. The ELD section includes the California English Language Development (CA ELD) Standards, which describe key skills and knowledge that students learning English need. This section will be blank for students whom English is their primary language.

Key Terms	Descriptions
Proficiency Level Indicators	Proficiency Level Indicators are used to report where students are in meeting the end-of-year expectations. All students receive proficiency indicators for the standards identified on the Grade 5 Report Card. English Learners will also receive additional marks for their level of proficiency in the English language related to the CA ELD Standards.
Standards	Standard statements identify what students should know and be able to do by the end of the school year.* Standards for each content area subject and English Language Development can be viewed at the California Department of Education website at http://www.cde.ca.gov/be/st/ss/ .
Report Card Companion Document	The SFUSD Report Card Companion Document provides an overview of each content area subject and describes proficiency indicators for the selected standards.

Proficiency Level Indicators for Content Standards		
4	Exceeds end-of-year standard:	Student applies standard in ways that are in-depth and beyond what was taught.
3	Meets end-of-year standard:	Student consistently demonstrates mastery of standard.
2	Approaching end-of-year standard:	Student shows some understanding of the standard and is attempting to consistently meet the standard.
1	Not yet approaching end-of-year standard:	Student needs more practice in understanding the standard.

Proficiency Level Indicators for English Language Development (ELD) Standards		
BR	Bridging:	Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.
EX	Expanding:	Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying the growing language skills in more sophisticated ways appropriate to their age and grade level.
EM	Emerging:	Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Name: _____

School: _____

Teacher: _____

Year: 2016-2017

Grade 5 Report Card

California Content Standards



SOCIAL-EMOTIONAL DEVELOPMENT	T1	T2	T3
Works/plays collaboratively with others			
Regulates emotions and works with focus			
Approaches challenges as learning opportunities			
Accomplishes personal and academic goals			

ENGLISH LANGUAGE ARTS	T1	T2	T3
Determines the theme of a story, the main ideas of informational texts and provides supporting details; summarizes the text			
Uses quotes from the text to explain what the text says and means			
Writes narratives; establishes a situation, effectively uses narrative techniques, and provides a conclusion			
Writes informative/explanatory texts; logically develops the topic with facts, details or quotations, and provides a concluding section			
Writes opinion pieces; states a point of view supported by logically ordered reasons, and provides a concluding section			
Reports orally on a topic or text or presents orally an opinion in a logical sequence with appropriate details to support ideas			
Uses grade level phonics and more than one strategy to solve unknown words in a text			
Uses grade level writing conventions for capitalization, punctuation, and spelling			
Reads at grade level expectations			

ENGLISH LANGUAGE DEVELOPMENT (applies to English Learners for Designated and Integrated ELD)	T1	T2	T3
Contributes to discussions in all settings by asking relevant questions, building on others' ideas, providing useful feedback and using relevant information			
Expresses an opinion to persuade and negotiate using complex learned phrases in conversations			
Listens actively to read alouds, presentations, and discussions by asking and answering detailed questions, restating and paraphrasing			
Explains ideas, experiences and connections based on a variety of grade-level texts and multimedia			
Understands and applies how writers and speakers use language			
Knows and applies basic literacy skills in reading and writing			

California English Language Development Test (CELDT) Scores (applies to English Learners)						Met progress by increasing at least one CELDT level from prior year
Test Date	Listening	Speaking	Reading	Writing	Overall	

HISTORY/SOCIAL STUDIES	T1	T2	T3
Describes pre-Columbian settlements (geography and climate) and early explorers			
Locates the 50 states and their capitals			
Identifies and describes the political, religious, and economic events of the era (Colonial, American Revolution, and Constitution)			
Understands and explains immigration and settlement patterns from 1789 to mid-1800's			

Proficiency Level Key	
Content Standards	English Language Development (ELD) Standards
4Exceeds end-of-year standard	BRBridging
3Meets end-of-year standard	EXExpanding
2Approaching end-of-year standard	EMEmerging
1Not yet approaching end-of-year standard	/Not assessed this period
/Not assessed this period	

Reporting Periods
T1 = 1st Trimester
T2 =2nd Trimester
T3 =3rd Trimester

Name: _____

School: _____

Teacher: _____

Year: 2016-2017

Grade 5 Report Card

California Content Standards



MATHEMATICS	T1	T2	T3
Reasons about problems, explains thinking, and considers thinking of others			
Uses equivalent fractions as a strategy to add and subtract fractions			
Applies knowledge of multiplication and division to fractions			
Integrates decimal fractions into the place value system			
Performs operations with multi-digit whole numbers and decimals			
Understands volume and relates it to multiplication and addition			
Analyzes numerical patterns and relationships			
Makes and interprets line plots using grade level fraction operations			
Writes and interprets numerical expressions			
Graphs points on the coordinate plane to solve real-world and mathematical problems			
Classifies two-dimensional figures into categories based on their properties			
Converts like measurement units within a given measurement system			

SCIENCE	T1	T2	T3
Asks questions that can be investigated and predicts reasonable outcomes based on patterns such as cause and effect relationships			
Plans and conducts investigations collaboratively, collecting data to serve as evidence for a scientific explanation of a phenomenon			
Uses or develops scientific models to explore and test relationships within a natural or designed system			
Generates and compares multiple solutions to a problem based on how well they meet the criteria and constraints of a design challenge			

HEALTH	T1	T2	T3
Explains viruses (including HIV) and bacteria, and their relationship to the immune system; practices health-enhancing behaviors			
Explains internal and external influences that affect food choices and physical activity and accesses valid information			
Explains the structures and functions of major organs in the human reproductive system			

PHYSICAL EDUCATION	T1	T2	T3
Strikes a ball from a side orientation			
Passes using a bounce and chest pass			
Dribbles an object and shoots at a goal while being guarded			
Develops short and long term fitness goals			
Describes components of Health-Related Fitness			

VISUAL AND PERFORMING ARTS	T1	T2	T3
Engages and develops the ability to express self with increasing creativity, complexity, and depth through 2D and 3D visual art			
Engages and develops the ability to express self through creative movement and creative expression			
Engages and develops the ability to create music through instruments, voice, or with objects			

Proficiency Level Key	
Content Standards	English Language Development (ELD) Standards
4Exceeds end-of-year standard	BRBridging
3Meets end-of-year standard	EXExpanding
2Approaching end-of-year standard	EMEmerging
1Not yet approaching end-of-year standard	/Not assessed this period
/Not assessed this period	

Reporting Periods
T1 = 1st Trimester
T2 =2nd Trimester
T3 =3rd Trimester

Name: _____

School: _____

Teacher: _____

Year: 2016-2017

Grade 5 Report Card

California Content Standards



ATTENDANCE	T1	T2	T3
Days Tardy			
Days Absent			

TEACHER'S COMMENTS

1st Trimester

Blank area for teacher's comments for the 1st Trimester.

2nd Trimester

Blank area for teacher's comments for the 2nd Trimester.

3rd Trimester

Blank area for teacher's comments for the 3rd Trimester.