

## Common Core Report Cards

California is one of 44 states that have adopted a new set of standards called the Common Core. These standards describe what a student should know and be able to do in English Language Arts and Math at each grade level. The Common Core standards are designed to be relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers.

Starting 2014-2015, all schools in CJUSD will be fully implementing Common Core standards. Our District will be using a new report card aligned to the Common Core standards.

This brochure explains some of the key features of the new report card and the Common Core standards for Math and English Language Arts. If you have further questions feel free to contact your student's teacher or the school principal.

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## Parent Guide for K-6 Report Cards

Colton Joint Unified  
School District



**Grade K**

# Key Features

## Levels of Achievement: 4, 3, 2, 1

A standards-based report card's rubric approach (4,3,2,1) provides information about students' mastery of semester goals. Mastery is measured as: **4** = 90%+, **3** = 73% - 89%, **2** = 60% - 72%, **1** = <60%.

The expectations change from one marking period to the next as students move toward the end of year grade-level expectations. This means a student may meet the grade-level expectations during the first marking period, but as the expectations increase, the student may not demonstrate the same level of achievement during the next marking period.

Standards-based reporting separates the learning behaviors from their academic abilities while maintaining consistency among grade levels.

## Effort: +, ✓, —

Effort indicates students' completion of assignments, homework, attention to detail and perseverance.

- + = Strong Effort,
- ✓ = Adequate Effort
- = Lack of Effort

### DATES

**Report Card:** December 17  
June 10

**Progress Report:** October 5  
March 1-18

## Mathematics

### Counting and Cardinality:

- Count to 100 by ones and tens.
- Write numbers 0-20.
- Count forward from any given number.
- Identify greater than, less than, and equal.
- Count to tell the number of objects.
- Compare numbers.

### Operations and Algebraic Thinking:

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



### Number and Operations in Base Ten:

- Work with numbers 11-19 to gain foundations for place value.

### Measurement and Data:

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in each category.

### Geometry:

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

## English Language Arts

### READING

#### Foundational Skills

- Demonstrate understanding of the organization and basic features of print.
- Recognizes and names all letters.
- Recognizes and produces rhyming words.
- Blends and segments single-syllable words.
- Produces alphabet sounds.
- Reads high-frequency words by sight.



### Reading Literature & Informational Text

In addition to the Foundational Skills, with teacher prompting and support, students will learn how to ask and answer questions about a text; retell familiar stories; identify main topics and details; identify characters, settings, and major events.



### WRITING

- Use drawing, dictating and writing to compose opinion, informative and narrative pieces.
- Participate in shared research and writing projects with support.

### SPEAKING & LISTENING

- Participate in collaborative conversations with peers and adults.
- Ask and answer questions about a text read aloud or information presented orally.
- Describe familiar people, places, things and events with prompting and support.

### LANGUAGE

- Print many upper- and lowercase letters.
- Use common nouns, plurals, interrogatives, prepositions, etc.
- Capitalize first word of a sentence and I, recognize and name end punctuation, spell simple words, etc.
- Identify new meanings for familiar words (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- Produce and expand complete sentences with support.

