

READING: LITERARY	Q1	Q2	Q3	Q4
<b>Phonological Awareness</b> ELAGSE1RF2	3 2 1 Distinguishes long from short vowel sounds in spoken single-syllable words.	3 2 1 Orally produces single-syllable words by blending sounds (phonemes), including consonant blends.	3 2 1 Isolates and pronounces initial, medial vowel, and final sounds in spoken syllable words.	3 2 1 Demonstrates proficiency in Quarters 1-3 skills.
<b>Phonics and Word Recognition</b> ELAGSE1RF3	3 2 1 Knows the spelling-sound correspondences for common constant digraphs.  Decodes regularly spelled one-syllable words.	3 2 1 Knows final -e and common vowel team conventions.  Uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed words.	3 2 1 Decodes two-syllable words following basic patterns by breaking the words into syllables.  Reads words with inflectional endings.	3 2 1 Demonstrates proficiency in Quarters 1-3 skills.
<b>Print Concepts</b> ELAGSERF1	3 2 1 Recognizes the distinguishing features of a sentence.	3 2 1	3 2 1	3 2 1
<b>Fluency</b> ELAGSE1RF4 ELAGSE1RL10 ELAGSE1RI10	3 2 1 Read on-level text with sufficient accuracy and fluency to support comprehension.	3 2 1 Read on-level text with sufficient accuracy and fluency to support comprehension.	3 2 1 Read on-level text with sufficient accuracy and fluency to support comprehension.	3 2 1 Read on-level text with sufficient accuracy and fluency to support comprehension.
<b>Fluency</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Fountas and Pinnell Reading Level: <b>Pre-A A B C D E F G H I J K L M N O P Q R S T U V W</b> K 1st 2nd 3rd 4th 5th			
<b>Key Ideas and Details</b> ELAGSE1RL3 ELAGSE1RI3	3 2 1 Describes characters, settings, and major events in a story, using key details.	3 2 1 Describes connection between two individuals, events, ideas or information in a text.	3 2 1 Describes characters, settings, and major events in a story, using key details.	3 2 1 Describes characters, settings, and major events in a story, using key details.  Describes connection between two individuals, events, ideas or information in a text.
<b>Craft and Structure</b> ELAGSE1RL6 ELAGSE1RI6	3 2 1 Identifies who is telling the story at various points in a text.	3 2 1 Distinguishes between information provided by pictures or other illustrations and information provided by the words in a text.	3 2 1 Identifies who is telling the story at various points in a text.	3 2 1 Identifies who is telling the story at various points in a text.  Distinguishes between information provided by pictures or other illustrations and information provided by the words in a text.
<b>Integration of Knowledge and Ideas</b> ELAGSE1RL9 ELAGSERI9	3 2 1 Compares and contrasts the adventures and experiences of characters in stories.	3 2 1 Identifies basic similarities in and differences between two text on the same topic.	3 2 1 Compares and contrasts the adventures and experiences of characters in stories.	3 2 1 Identifies basic similarities in and differences between two text on the same topic.
WRITING	Q1	Q2	Q3	Q4
<b>Text Types and Purposes</b> ELAGSE1W1 ELAGSE1W2 ELAGSE1W3	3 2 1 Narrative Writes narratives in which they recount two or more appropriately sequenced events, including some details regarding what happening, using temporal words to signal event order, and provides some sense of closure.	3 2 1 Informative/Explanatory Writes informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	3 2 1 Opinion Writes opinion pieces in which they introduce the topic, state an opinion, supply a reason for the opinion, and provide some sense of closure.	3 2 1 Narrative Writes narratives in which they recount two or more appropriately sequenced events, including some details regarding what happening, using temporal words to signal event order, and provides some sense of closure.

LANGUAGE	Q1	Q2	Q3	Q4
<b>Conventions of Standard English</b> ELAGSE1L1	3 2 1 Prints all upper and lowercase letters and prints with appropriate spacing.  Produces complete simple sentences in response to questions and prompts.	3 2 1 Demonstrate proficiency of all Q1 skills.  Uses singular and plural nouns with matching verbs (e.g. He hops; We hop).  Uses common, proper, and possessive nouns.  Uses personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).	3 2 1 Demonstrate proficiency of all Q2 skills.  Uses verbs to convey a sense of past, present and future.  Uses frequently occurring adjectives.  Uses frequently occurring conjunctions (e.g., and, but, or, so, because).  Uses determiners (e.g., a, an, the; this, that, those).	3 2 1 Demonstrate proficiency of all Q3 skills.  Uses conjunctions to expand sentences.  Uses frequently occurring prepositions (e.g., during, beyond, toward).  Produces and expands complete simple and compound sentences in response to questions and prompts.
<b>Conventions of Standard English</b> ELAGSE1L2	3 2 1 Uses end punctuation for sentences.  Spells untaught words phonetically.	3 2 1 Demonstrates proficiency of Q1 skills.  Capitalizes dates and names of people.	3 2 1 Demonstrates proficiency of Q2 skills.  Uses conventional spelling with common spelling patterns.	3 2 1 Demonstrates proficiency of Q3 skills.  Uses conventional spelling with common spelling patterns and for frequently occurring irregular words.
SPEAKING & LISTENING	Q1	Q2	Q3	Q4
<b>Comprehension and Collaboration</b> ELAGSE1SL1	3 2 1 Follows agreed upon rules for discussion.	3 2 1 Demonstrates proficiency of Q1 skills.  Builds on others' talk in conversations by asking and answering questions.  Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	3 2 1 Demonstrates proficiency of Q2 skills.  Ask and answer questions about key details in a text read aloud or information presenting orally or through other media.	3 2 1 Demonstrates proficiency of Q3 skills. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  Adds drawings to descriptions when appropriate to clarify ideas, thoughts, and feelings.  Produce complete sentences when appropriate to task and situation.
MATH	Q1	Q2	Q3	Q4
<b>Count, read, and write to 120</b> <b>Compare to 100</b> 1.NR.1	3 2 1 Count forward within 120.	3 2 1 Count forward and backward within 120.	3 2 1 Represent and explain that two digits represent tens and ones.	3 2 1 Compare numbers up to 100.
<b>Addition and Subtraction Fluency within 10</b> 1.NR.2.4	3 2 1 Fluently add and subtract within 10 using a variety of strategies.	3 2 1 Fluently add and subtract within 10 using a variety of strategies.	3 2 1 Fluently add and subtract within 10 using a variety of strategies.	3 2 1 Fluently add and subtract within 10 using a variety of strategies.
<b>Addition and Subtraction within 20</b> 1.NR.2	3 2 1 Add and subtract within 20 using a variety of strategies.	3 2 1 Add and subtract within 20 using a variety of strategies.	3 2 1 Add and subtract within 20 to solve word problems using a variety of strategies.	3 2 1 Add and subtract within 20 to solve word problems using a variety of strategies.
<b>Addition and Subtraction within 100</b> 1.NR.5	3 2 1	3 2 1	3 2 1	3 2 1 Use a variety of strategies to add and subtract within 100.
<b>Repeating, growing, and shrinking patterns</b> 1.PAR.3	3 2 1	3 2 1 Create, extend, and make predictions about repeating patterns.	3 2 1	3 2 1 Shrink and extend patterns based on repeated addition or subtraction by 1s, 2s, 5s, and 10s.
<b>Shapes</b> 1.GSR.4	3 2 1	3 2 1	3 2 1 Partition circles and rectangles into two and four equal shares.	3 2 1 Partition circles and rectangles into two and four equal shares.
<b>Measurement</b> 1.MDR.6	3 2 1 Ask and answer questions about graphical displays.	3 2 1 Ask and answer questions about graphical displays	3 2 1 Measure elapsed time to the hour on the hour using a predetermined number line.	3 2 1 Estimate, measure, and record lengths of objects using non-standard units.

SCIENCE	Q1	Q2	Q3	Q4
<b>Obtain, Evaluate and Communicate Scientific Information</b>	3 2 1 Earth Science: Investigates and analyzes characteristics of weather conditions, data, and seasonal patterns using weather instruments. (S1E1)	3 2 1 Physical Science: Asks questions to identify and compare sources of light. Plan and carryout investigations of shadows. (S1P1)	3 2 1 Life Sciences: Asks questions to compare and contrast the basic needs of animals. (S1L1)	3 2 1 Life Science: Develops models to identify all parts of a plant. Asks questions to compare and contrast the basic needs of plants. (S1L1)
	3 2 1 Physical Science: Investigates magnets, their effect on objects, and their uses. (S1P2)	3 2 1 Physical Science: Observes and explains how vibrations create sound. Design a signal using light and sound to serve and designs an emergency alert. (S1P1)	3 2 1 Life Science: Designs a solution to ensure an animal's needs are met. (S1L1)	3 2 1 Life Science: Designs a solution to ensure a plant's needs are met. (S1L1)
	3 2 1	3 2 1 Earth Science: Investigates and analyzes characteristics of weather conditions, data, and seasonal patterns using weather instruments. Asks questions to identify forms of precipitation (rain, snow, sleet, hailstones as either solid or liquid). (S1E1)	3 2 1 Earth Science: Investigates and analyzes characteristics of weather conditions, data, and seasonal patterns using weather instruments. Asks questions to identify forms of precipitation (rain, snow, sleet, hailstones as either solid or liquid). (S1E1)	3 2 1 Earth Science: Investigates and analyzes characteristics of weather conditions, data, and seasonal patterns using weather instruments. Asks questions to identify forms of precipitation (rain, snow, sleet, hailstones as either solid or liquid). (S1E1)
SOCIAL STUDIES	Q1	Q2	Q3	Q4
<b>Geographic Understandings</b>	3 2 1 Identify and locate city, county, state, nation and continent on a simple map or globe. (SS1G2)	3 2 1 Describe how B. Franklin and T. Jefferson were influenced by their time and place. (SS1G1a)	3 2 1 Describe how Lewis and Clark, Sacagawea, and T. Roosevelt were influenced by their time and place. (SS1G1bc)	3 2 1 Describe how G. Washington Carver and Ruby Bridges were influenced by their time and place. (SS1G1d)
			3 2 1 Locate, identify and describe continents, major oceans and landforms. (SS1G3abc)	
<b>Historical Understandings</b>	3 2 1	3 2 1 Identify contributions and describe the lives of B. Franklin and T. Jefferson. (SS1H1ab)	3 2 1 Describe the lives and contributions of Lewis and Clark and Sacagawea. (SS1Hb)	3 2 1 Identify contributions and describe the lives of G. Washington Carver and Ruby Bridges. (SS1H1a)
			3 2 1 Identify contributions and describe the lives of Lewis and Clark, Sacagawea, and T. Roosevelt. (SS1H1a)	
<b>Civic &amp; Government Understandings</b>	3 2 1	3 2 1 Describe how B. Franklin and T. Jefferson displayed positive character traits. (SS1CG1)	3 2 1 Describe how Lewis and Clark and Sacagawea, and T. Roosevelt displayed positive character traits. (SS1CG1)	3 2 1 Describe how G. Washington Carver and Ruby Bridges displayed positive character traits. (SS1CG1)
<b>Economic Understandings</b>	3 2 1 Explain scarcity. (SS1E2)	3 2 1	3 2 1	3 2 1 Explain that people earn income by working and that they must make choices about how much to save and spend. (SS1E4)
HEALTH	Q1	Q2	Q3	Q4
<b>Comprehends concepts of health promotion and disease prevention</b>	3 2 1 Expresses and deals with emotions and feelings in healthy ways	3 2 1 Practices behaviors to enhance personal health and wellness	3 2 1 Identifies how healthy behaviors impact personal health and wellness.	3 2 1 Recognizes potentially harmful substances.
<b>Learning Skills &amp; Behaviors</b>	S P N N/A	S P N N/A	S P N N/A	S P N N/A
PHYSICAL EDUCATION	Q1	Q2	Q3	Q4
<b>Motor Skills and Movement Patterns, Concepts and Principles</b>	3 2 1 N/A Demonstrates Locomotor, Non-locomotor and Manipulative Skills	3 2 1 N/A Demonstrates Locomotor, Non-locomotor and Manipulative Skills	3 2 1 N/A Demonstrates Locomotor, Non-locomotor and Manipulative Skills	3 2 1 N/A Demonstrates Locomotor, Non-locomotor and Manipulative Skills
<b>Personal and Social Behavior/Rules and Safety</b>	S P N N/A Follows rules and procedures in the learning environment	S P N N/A Follows rules and procedures in the learning environment	S P N N/A Follows rules and procedures in the learning environment	S P N N/A Follows rules and procedures in the learning environment



ART	Q1	Q2	Q3	Q4
Creates art in response to prompts, themes & narratives using elements of art	3 2 1 Recognizes characteristics of art elements and media.	3 2 1 Investigates and uses art elements and media.	3 2 1 Applies specific art elements and media.	3 2 1 Chooses and applies specific art elements and media.
Explains how selected elements of art convey meaning	3 2 1 Recognizes how art elements convey meaning.	3 2 1 Investigates how art elements convey meaning.	3 2 1 Compares how art elements convey meaning.	3 2 1 Discovers connections between art elements and explains how they convey meaning.
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
MUSIC	Q1	Q2	Q3	Q4
Demonstrates through performance an awareness of pitch	3 2 1 Demonstrates call and response.	3 2 1 Echoes singing and speech patterns.	3 2 1 Sings melodies.	3 2 1 Demonstrates pitch concepts.
Demonstrates through performance an awareness of rhythm	3 2 1 Demonstrates steady beat and rhythm patterns.	3 2 1 Reads and identifies rhythms.	3 2 1 Reads and demonstrates rhythms.	3 2 1 Demonstrates rhythm concepts.
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
TECHNOLOGY	Q1	Q2	Q3	Q4
Comprehends and applies 1st grade concepts and skills related to technology	3 2 1	3 2 1	3 2 1	3 2 1
LEARNING SKILLS & BEHAVIORS	Q1	Q2	Q3	Q4
Organizes self and materials	S P N	S P N	S P N	S P N
Works independently	S P N	S P N	S P N	S P N
Asks questions/Seeks help when needed	S P N	S P N	S P N	S P N
Completes tasks in a timely manner	S P N	S P N	S P N	S P N
Uses self control	S P N	S P N	S P N	S P N
Exhibits good listening skills	S P N	S P N	S P N	S P N
Accepts responsibility for behavior	S P N	S P N	S P N	S P N
Works cooperatively with others	S P N	S P N	S P N	S P N
Controls talking	S P N	S P N	S P N	S P N
Follows directions	S P N	S P N	S P N	S P N
Shows respect for peers	S P N	S P N	S P N	S P N
Shows respect for authority	S P N	S P N	S P N	S P N
Shows respect for property	S P N	S P N	S P N	S P N
ATTENDANCE	Q1	Q2	Q3	Q4
Tardies				
Absences				

**PLACEMENT INFORMATION**
 Promoted to 2nd grade   
  Placed in 2nd grade   
  Additional Year in 1st Grade

**PERFORMANCE INDICATORS**

The purpose of the report card is to communicate to students, parents, and staff the progress each student is making toward accomplishing performance-based standards.

- 3+** = Exceeds Standards - In addition to the 3, makes applications and inferences beyond expectations
- 3** = Meets Standards - Consistently and independently
- 2** = Progressing toward meeting standards
- 1** = Limited progress or does not meet standards

 or NA = Not assessed at this time

**LEARNING SKILLS & BEHAVIORS**

- S** = **SUCCESSFUL** - Student displays appropriate learning skills and behaviors
- P** = **PROGRESSING** - Student is progressing; displays appropriate learning skills and behaviors most of the time
- N** = **NEEDS IMPROVEMENT** - Student does not display learning skills and behaviors that lead to success
- N/A** = **NOT ASSESSED** - Meaning teacher was unable to assess student. See comment in "Specials/ General Comment" section.

**Reading Level Characteristics**

<b>Pre A / A</b> Tips For Families:	Readers are beginning to learn how print works and to notice the relationship between sounds and letters. Children must be given the opportunity to read and reread these simple texts <i>with help</i> . Encourage your child to finger point each spoken word to the written word.
<b>B</b> Tips For Families:	Readers are learning how print works, developing left to right directionality. Continue to provide opportunities to read and reread these simple texts <i>with help</i> while encouraging to finger point each spoken word to the written word.
<b>C</b> Tips For Families:	Readers encounter simple stories and familiar topics with 2-6 lines of print on each page. Praise children for self-correcting and assist the use of dialogue with the voice.
<b>D</b> Tips For Families:	Readers track print with their eyes and process texts with fewer repeating language patterns. Children should stop pointing to each word. Attention should be given to word endings.
<b>E</b> Tips For Families:	Readers encounter texts with 3-8 lines of print per page. Choose text with familiar vocabulary to your child which is likely used in their oral language.
<b>F</b> Tips For Families:	Readers are beginning to build knowledge of the characteristics of different genres of texts. Texts may include familiar content that expands beyond home, neighborhood, and school.
<b>G</b> Tips For Families:	Readers encounter a wider range of texts. They are still reading texts with 3-8 lines of print per page, but the print is slightly smaller. Children should be reading for understanding. Encourage self-correcting and rereading.
<b>H</b> Tips For Families:	Readers encounter the same challenges as Level G; but the language and vocabulary are more complex. Children will begin to read more new texts silently in order to achieve efficient and smooth processing.
<b>I</b> Tips For Families:	Readers will be processing texts that are mostly short (8-16 pages) as well as some easy illustrated chapter books (40-60 pages) that require them to sustain attention and memory over time. Find <i>short</i> chapter books with a single point of view and illustrations to help support the text.
<b>J</b> Tips For Families:	Readers are able to process a variety of texts. Children read silently during independent reading.
<b>K</b> Tips For Families:	Readers are able to process a wide variety of genres. As children read orally they should be demonstrating all aspects of fluency.
<b>L</b> Tips For Families:	Readers process easy chapter books including some series books. Children should be able to solve many complex words including multi-syllable words, contractions, possessives, content-specific and some technical words.
<b>M</b> Tips For Families:	Readers know the characteristics of a range of genres. Encourage children to explore chapter books and nonfiction topics of interest to them.
<b>N</b> Tips For Families:	Readers are able to process a full range of genres. Children are able to solve words smoothly and automatically in both silent and oral reading.
<b>O</b> Tips For Families:	Readers have very similar genre characteristics as Level N. They can process complex sentences and solve new vocabulary words. At this level children should be able to read and fully understand the text.
<b>P</b> Tips For Families:	Readers can identify the characteristics of a full range of genres. As children encounter more abstract text it is crucial that it can be comprehended by the child.
<b>Q-W</b> Tips For Families:	Automatically read and understand a full range of genres, including biographies, hybrid genres, fiction with elaborate plots and complex characters, informational texts, etc.

**ELA/Reading**


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**Math**


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**Science**


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**Social Studies**


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**Specials\General Comments**


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