

1st Grade Report Card

Student: _____

School Year: _____

Teacher: _____

School: _____

FOUNDATIONS (F)	Q1	Q2	Q3	Q4
Phonological Awareness (PA)				
K-1.F.PA.4 Onsets & Rimes	321	321	321	321
			Add, delete, and substitute syllables in spoken words. (d)	Add, delete, and substitute syllables in spoken words. (d)
K-1.F.PA.6 Phonemic Awareness	321	321	321	321
	Blend and segment up to five phonemes, including consonant blends and digraphs, in spoken words. (c)	Blend and segment up to five phonemes, including consonant blends and digraphs, in spoken words. (c)	Blend and segment up to five phonemes, including consonant blends and digraphs, in spoken words. (c)	Blend and segment up to five phonemes, including consonant blends and digraphs, in spoken words. (c)
K-1.F.PA.6 Phonemic Awareness	321	321	321	321
			Add, delete, and substitute phonemes in spoken one-syllable words with three or more phonemes. (d)	Add, delete, and substitute phonemes in spoken one-syllable words with three or more phonemes. (d)
Phonics (P)				
K-2.F.P1 Phoneme-Grapheme Correspondences	321	321	321	321
	Identify and produce phoneme-grapheme correspondences for frequently used blends, digraphs, and long and short sounds of vowels including VCe and vowel digraphs. (a, b)	Identify and produce phoneme-grapheme correspondences for frequently used blends, digraphs, and long and short sounds of vowels including VCe and vowel digraphs. (a, b)	Identify and produce phoneme-grapheme correspondences for frequently used blends, digraphs, and long and short sounds of vowels including VCe and vowel digraphs. (a, b)	Identify and produce phoneme-grapheme correspondences for frequently used blends, digraphs, and long and short sounds of vowels including VCe and vowel digraphs. (a, b)
K-2.F.P2 Decoding with Phonics	321	321	321	321
	Decode regularly spelled one syllable words, including high frequency and nonsense words with a variety of spelling patterns. (a, c)	Decode regularly spelled one syllable words, including high frequency and nonsense words with a variety of spelling patterns. (a, c)	Decode regularly spelled one syllable words, including high frequency and nonsense words with a variety of spelling patterns. (a, c)	Decode regularly spelled one syllable words, including high frequency and nonsense words with a variety of spelling patterns. (a, c)
K-2.F.P3 Encoding with Phonics	321	321	321	321
	Encode regularly spelled one syllable words, including high frequency and nonsense words with a variety of spelling patterns. (a, c)	Encode regularly spelled one syllable words, including high frequency and nonsense words with a variety of spelling patterns. (a, c)	Encode regularly spelled one syllable words, including high frequency and nonsense words with a variety of spelling patterns. (a, c)	Encode regularly spelled one syllable words, including high frequency and nonsense words with a variety of spelling patterns. (a, c)
Fluency (F)				
K-2.F.F1 Oral & Silent Reading Fluency	321	321	321	321
	Read grade appropriate regularly and irregularly spelled words in isolation and context with increasing automaticity. (a)	Read grade appropriate regularly and irregularly spelled words in isolation and context with increasing automaticity. (a)	Read grade appropriate regularly and irregularly spelled words in isolation and context with increasing automaticity. (a)	Read grade appropriate regularly and irregularly spelled words in isolation and context with increasing automaticity. (a)
K-2.F.F1 Oral & Silent Reading Fluency	321	321	321	321
			Read a wide range of grade level texts aloud with appropriate prosody to demonstrate understanding. (c)	Read a wide range of grade level texts aloud with appropriate prosody to demonstrate understanding. (c)
Handwriting (H)				
K-2.F.H.1 Motor skills and Letter/Word Formation	321	321	321	321
	Form all uppercase and lowercase letters with accuracy and consistency. Use appropriate spacing between letters, words, and sentences across lines on a page. (a, c)		Form all uppercase and lowercase letters with accuracy and consistency. Use appropriate spacing between letters, words, and sentences across lines on a page. (a, c)	
LANGUAGE	Q1	Q2	Q3	Q4
Grammar and Conventions (GC)				
K-2.L.GC.1: Grammar, Usage, & Mechanics	321	321	321	321
	Apply conventions of standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.	Apply conventions of standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.	Apply conventions of standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.	Apply conventions of standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.
K-2.L.GC.2 Syntax	321	321	321	321
			Use a variety of simple sentence types to develop clarity in written texts. (b)	Use a variety of simple sentence types to develop clarity in written texts. (b)
Vocabulary (V)				
K-2.L.V.1 General, Academic, and Specialized Vocabulary	321	321	321	321
			Use general, academic, and specialized vocabulary words and phrases in a variety of settings (a, b)	Use general, academic, and specialized vocabulary words and phrases in a variety of settings (a, b)

K-2.L.V.2 Word Analysis	321	321	321	321
		Identify and construct frequently occurring root words and inflectional endings to form and comprehend new words. (a, c)		Identify and construct frequently occurring root words and inflectional endings to form and comprehend new words. (a, c)
K-2.L.V.3 Meaning & Purpose	321	321	321	321
	Identify the relationship between words and their synonyms and antonyms. (b)			Identify the relationship between words and their synonyms and antonyms. (b)
TEXTS (T): INTERPRETING	Q1	Q2	Q3	Q4
Context (C)				
K-2.T.C.1 Purpose & Audience	321	321	321	321
	Identify the general purpose and target audience in a variety of texts. (a)	Identify the general purpose and target audience in a variety of texts. (a)		Identify the general purpose and target audience in a variety of texts. (a)
K-2.T.C.2 Authors & Speakers	321	321	321	321
		Identify who is speaking or telling the story at various points in a text. (a)		Identify who is speaking or telling the story at various points in a text. (a)
Structures and Styles (SS)				
K-2.T.SS.1 Organization	321	321	321	321
		Identify and use various text features to locate information and make meaning of texts. (a)		Identify and use various text features to locate information and make meaning of texts. (a)
K-2.T.SS.2 Craft	321	321	321	321
			Identify and explain the use of descriptive words in a text. (a)	Identify and explain the use of descriptive words in a text. (a)
Techniques (T)				
K-2.T.T.1-4 Narrative, Expository, Opinion, and Poetic Techniques	321	321	321	321
	Identify techniques and elements within a given text. (1a, 2a, 3a, 4a)	Identify techniques and elements within a given text. (1a, 2a, 3a, 4a)	Identify techniques and elements within a given text. (1a, 2a, 3a, 4a)	Identify techniques and elements within a given text. (1a, 2a, 3a, 4a)
Research and Analysis (RA)				
K-2.T.RA.1 Research & Inquiry	321	321	321	321
		Conduct research on a shared or personal topic of interest by gathering and organizing information. (b)		Conduct research on a shared or personal topic of interest by gathering and organizing information. (b)
K-2.T.RA.2 Curating Sources & Evidence	321	321	321	321
	Refer to parts of texts supporting an idea, answer or opinion. (a)		Refer to parts of texts supporting an idea, answer or opinion. (a)	Refer to parts of texts supporting an idea, answer or opinion. (a)
TEXTS: (T) CONSTRUCTING	Q1	Q2	Q3	Q4
Structure and Style (SS)				
K-2.T.SS.1 Organization	321	321	321	321
		Use transition words or phrases to sequence events and actions. (c)		Use transition words or phrases to sequence events and actions. (c)
K-2.T.SS.2 Craft	321	321	321	321
	Use descriptive words to craft engaging texts. (b)		Use descriptive words to craft engaging texts. (b)	Use descriptive words to craft engaging texts. (b)
Techniques (T)				
K-2.T.T.1-4 Narrative, Expository, Opinion, and Poetic Techniques	321	321	321	321
	Create a text with identified techniques and elements. (1e, 2c, 3c, 4b)	Create a text with identified techniques and elements. (1e, 2c, 3c, 4b)	Create a text with identified techniques and elements. (1e, 2c, 3c, 4b)	Create a text with identified techniques and elements. (1e, 2c, 3c, 4b)
Reading Proficiency Status	Above Grade-level On Grade-level Below Grade-level	Above Grade-level On Grade-level Below Grade-level	Above Grade-level On Grade-level Below Grade-level	Above Grade-level On Grade-level Below Grade-level
MATH	Q1	Q2	Q3	Q4
Count, Read, and Write to 120 Compare to 100 1.NR.1	321	321	321	321
	Count forward within 120 by 1s and 10s.	Count forward and backward within 120 by 1s and 10s starting at any number.	Represent and explain that two digits represent tens and ones.	Compare numbers up to 100.

Addition and Subtraction Fluency within 10 1.NR.2.4	321	321	321	321
		Fluently add and subtract within 10 using a variety of strategies.	Fluently add and subtract within 10 using a variety of strategies.	Fluently add and subtract within 10 using a variety of strategies.
Addition and Subtraction within 20 1.NR.2	321	321	321	321
		Add and subtract within 20 using a variety of strategies.	Add and subtract within 20 to solve word problems using a variety of strategies.	Add and subtract within 20 to solve word problems using a variety of strategies.
Addition and Subtraction within 100 1.NR.5	321	321	321	321
				Use a variety of strategies to add and subtract within 100.
Repeating, Growing, and Shrinking Patterns 1.PAR.3	321	321	321	321
		Create, extend, and make predictions about patterns.		Create, extend, and make predictions about patterns.
Shapes 1.GSR.4	321	321	321	321
		Partition circles and rectangles into two and four equal shares.		Partition circles and rectangles into two and four equal shares.
Measurement 1.MDR.6	321	321	321	321
	Ask and answer questions about graphical displays.	Ask and answer questions about graphical displays.	Measure elapsed time to the hour on the hour using a predetermined number line.	Estimate, measure, record, and compare lengths of objects using non-standard units.
SCIENCE	Q1	Q2	Q3	Q4
Obtain, Evaluate, and Communicate Scientific Information I	321	321	321	321
	Earth Science: Investigates and analyzes characteristics of weather conditions, data, and seasonal patterns using weather instruments. (S1E1)	Physical Science: Asks questions to identify and compare sources of light in order to plan and carryout investigations of shadows. (S1P1)	Life Sciences: Asks questions to compare and contrast the basic needs of animals. (S1L1)	Life Science: Asks questions to compare and contrast the basic needs of plants.(S1L1)
Obtain, Evaluate, and Communicate Scientific Information II	321	321	321	321
	Physical Science: Investigates magnets, their effect on objects, and their uses. (S1P2)	Physical Science: Observes and explains how vibrations create sound in order to design a signal using light and sound to serve as an emergency alert. (S1P1)	Life Science: Designs a solution to ensure an animal's needs are met. (S1L1)	Life Science: Designs a solution to ensure a plant's needs are met. (S1L1)
Obtain, Evaluate, and Communicate Scientific Information III	321	321	321	321
		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)	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)	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
Social Studies I	321	321	321	321
	Identify and locate the student's city, county, state, nation (country) and continent on a simple map or globe. (SS1G2)	Identify the contributions made by B. Franklin and T. Jefferson. (SS1H1a)	Identify contributions made by Lewis and Clark, Sacagawea, and T. Roosevelt. (SS1H1a)	Identify contributions made by G. Washington Carver and Ruby Bridges. (SS1H1a)
Social Studies II	321	321	321	321
	Explain that scarcity is when unlimited wants are greater than limited resources. (SS1E2)	Describe how B. Franklin and T. Jefferson were influenced by their time and place. (SS1G1a)	Describe how Lewis and Clark, Sacagawea, and T. Roosevelt were influenced by their time and place. (SS1G1bc)	Describe how G. Washington Carver and Ruby Bridges were influenced by their time and place. (SS1G1d)
Social Studies III	321	321	321	321
	Explain that people earn income by working and that they must make choices about how much to save and spend. (SS1E4)	Describe how B. Franklin and T. Jefferson display positive character traits. (SS1CG1)	Describe how Lewis and Clark, Sacagawea, and T. Roosevelt display positive character traits. (SS1CG1)	Describe how G. Washington Carver and Ruby Bridges display positive character traits. (SS1CG1)
Social Studies IV	321	321	321	321
		Locate all of the continents and major oceans. (SS1G3ab)		
HEALTH	Q1	Q2	Q3	Q4
Concepts of Health Promotion and Disease Prevention	321	321	321	321
	Identifies appropriate ways to express and deal with emotions and feelings.	Practices behaviors to enhance personal health and wellness.	Identifies how healthy behaviors impact personal health and wellness.	Recognizes potentially harmful substances.
Learning Skills & Behaviors	S P N	S P N	S P N	S P N



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

 = Not assessed at this time

LEARNING SKILLS & BEHAVIORS KEY

- S** = **SUCCESSFUL** - Student displays appropriate learning skills and behaviors most or all the time.
- P** = **PROGRESSING** - Student displays appropriate learning skills and behaviors some of the time.
- N** = **NEEDS IMPROVEMENT** - Student needs to continue working on identified learning skills and behaviors.

ELA/Reading

Math

Science

Social Studies

Specials

General Comments

PHYSICAL EDUCATION	Q1			Q2			Q3			Q4		
Competency in a Variety of Motor Skills and Movement Patterns	3	2	1	3	2	1	3	2	1	3	2	1
	Demonstrates locomotor, non-locomotor, and manipulative skills.			Demonstrates locomotor, non-locomotor, and manipulative skills.			Demonstrates locomotor, non-locomotor, and manipulative skills.			Demonstrates locomotor, non-locomotor, and manipulative skills.		
Personal and Social Behavior/Rules and Safety	3	2	1	3	2	1	3	2	1	3	2	1
	Follows rules and procedures of the learning environment.			Follows rules and procedures of the learning environment.			Follows rules and procedures of the learning environment.			Follows rules and procedures of the learning environment.		
ART	Q1			Q2			Q3			Q4		
Creates Art in Response to Prompts, Themes & Narratives using Elements of Art	3	2	1	3	2	1	3	2	1	3	2	1
	Recognizes characteristics of art elements and media.			Investigates and uses art elements and media.			Applies specific art elements and media.			Chooses and applies specific art elements and media.		
Explains How Selected Elements of Art Convey Meaning	3	2	1	3	2	1	3	2	1	3	2	1
	Recognizes how art elements convey meaning.			Investigates how art elements convey meaning.			Compares how art elements convey meaning.			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		
Creating and Performing Music	3	2	1	3	2	1	3	2	1	3	2	1
	Sings and echoes music.			Performs and echoes music on instruments.			Reads, notates, and identifies music.			Improvises, composes, and/or arranges and shares music.		
Responding and Connecting to Music	3	2	1	3	2	1	3	2	1	3	2	1
	Distinguishes between contrasts in music.			Performs movements to music.			Demonstrates the connection between music and other content areas.			Evaluates and refines music and music performances with appropriate etiquette.		
Learning Skills & Behaviors	S	P	N	S	P	N	S	P	N	S	P	N
LEARNING SKILLS & BEHAVIORS	Q1			Q2			Q3			Q4		
Personal Responsibility and Behavior												
Accepts responsibility for behavior	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
Identifies/Expresses feelings appropriately	S	P	N	S	P	N	S	P	N	S	P	N
Work Habits and Independence												
Stays on task	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
Uses materials appropriately	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
Social Skills and Collaboration												
Works cooperatively with peers	S	P	N	S	P	N	S	P	N	S	P	N
Claims fair share of attention	S	P	N	S	P	N	S	P	N	S	P	N
Respect and Authority												
Shows respect for authority	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
Follows directions	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