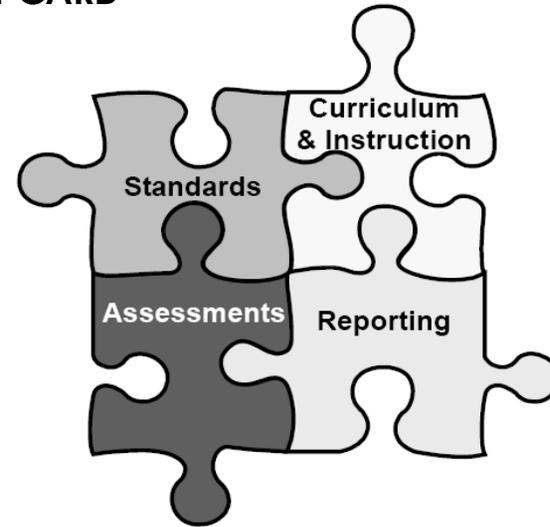


1st GRADE TEACHER'S GUIDE TO THE STANDARDS-BASED REPORT CARD

There are four essential components of a standards-based system:

1. A description of what a student should know and be able to do at a given grade level
2. A curriculum framework and/or roadmap a teacher uses to ensure that they teach to the standards
3. Assessments a teacher uses to measure the extent to which a student has met the standards
4. A reporting tool (report card) which communicates accurately a student's progress towards meeting standards at their given grade level throughout the school year



Definitions of Proficiency Levels

There are four reporting periods in which students are evaluated based on their progress toward grade-level standards. Proficiency levels are broadly defined as follows:

4- Exceeds Expectations

- Student demonstrates a deeper understanding of grade-level standards
- Student independently exceeds grade-level standards

3- Meets Expectations

- Student demonstrates knowledge and skills expected at this grade level
- Student demonstrates consistent application of skills
- Student independently applies grade-level standards

2- Approaches Expectations

- Student demonstrates a partial understanding of knowledge and skills expected at this grade level
- Student is approaching the standards, however the skills are not yet mastered
- Student needs support to demonstrate the knowledge and skills expected at this grade level

1- Does Not Meet Expectations

- Student does not demonstrate the knowledge or skills expected at this grade level
- Student is working below grade level
- Student requires continued support

A Body of Evidence in: English Language Arts and Mathematics

The following chart indicates the types of evidence a teacher can collect in preparation for reporting using the Standards-Based Report Card. While it is not required that a teacher collect every piece of evidence listed here for every student (in some cases, a teacher might collect more and in some less), these pieces of evidence provide documentation of a student's progress towards meeting grade-level standards.

	Grade Levels					
	K	1	2	3	4	5
English Language Arts						
PALS	X					
DRA2	X	X	X	X	X	
ACHIEVE 3000 (3-10)				X	X	X
STAR Early Literacy/Reading Enterprise (K-12)	X	X	X	X	X	X
Lexia (K-12)	X	X	X	X	X	X
Accelerated Reader (1-4, 9-12)		X	X	X	X	X
Writing-Published Pieces (K-12)	X	X	X	X	X	X
Independent Reading Logs	X	X	X	X	X	X
Anecdotal Records (i.e. conferring notes, small-group instruction, text-based discussions)	X	X	X	X	X	X
Engage CF Unit Assessments (3-8)				X	X	X
Mathematics						
STAR Math Enterprise/Early Literacy (K-12)	X	X	X	X	X	X
Engage CF Math	X	X	X	X	X	
Program Assessments	X	X	X	X	X	X

COMMON CORE STATE STANDARDS For ENGLISH LANGUAGE ARTS

While the standards delineate specific expectations in reading, writing, speaking, listening and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task.

Reading Standards for Literature Grade 1 (RL)

Key Ideas and Details

Report Card Language: Retells/comprehends grade-level literary text with supporting evidence

1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.

Craft and Structure

Report Card Language: Retells/comprehends grade-level literary text with supporting evidence

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
6. Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

Report Card Language: Retells/comprehends grade-level literary text with supporting evidence

7. Use illustrations and details in a story to describe its characters, setting, or events.
8. (Not applicable to literature)
9. Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

Report Card Language: Retells/comprehends grade-level literary text with supporting evidence

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Standards for Informational Grade 1 (RI)

Key Ideas and Details

Report Card Language: Retells/identifies the main topic of grade-level informational text with supporting evidence

1. Ask and answer questions about key details in a text.
2. Identify the main topic and retell key details of a text.
3. Describe the connection between two individuals, events, ideas or pieces of information in a text.

Craft and Structure

Report Card Language: Retells/identifies the main topic of grade-level informational text with supporting evidence

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

Report Card Language: Retells/identifies the main topic of grade-level informational text with supporting evidence

7. Use the illustrations and details in a text to describe its key ideas.
8. Identify the reasons an author gives to support points in a text.
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

Report Card Language: Retells/identifies the main topic of grade-level informational text with supporting evidence

10. With prompting and support, read informational texts appropriately complex for grade 1.

Reading Standards: Foundational Skills Grade 1 (RF)

Phonics and Word Recognition

Report Card Language: Reads grade-level high frequency words accurately

3. Know and apply grade-level phonics and word analysis skills in decoding words.

Report Card Language: Knows and applies grade-level phonics and word analysis skills to decode words

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Know the spelling-sound correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable words.
 - c. Know final -e and common vowel team conventions for representing long vowel sounds.
 - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
 - f. Read words with inflectional endings.
 - g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

Report Card Language: Reads grade-level text accurately and fluently to support comprehension

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards Grade 1 (W)

Text Types and Purposes

Report Card Language: Writes for a specific purpose/text type using appropriate evidence, sequence, detail and closure

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing

Report Card Language: Strengthens writing by focusing on a topic, adding details and responding to questions

5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

Report Card Language: Participates in shared research and writing projects from provided sources to build knowledge on a single topic

7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language Standards Grade 1 (L)

Conventions of Standard English

Report Card Language: Applies grade-level grammar when writing

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters.
 - b. Use common, proper, and possessive nouns.
 - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
 - d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
 - e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
 - f. Use frequently occurring adjectives.
 - g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
 - h. Use determiners (e.g., articles, demonstratives).
 - i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
 - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Report Card Language: Applies grade-level spelling, punctuation and capitalization when writing

2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize dates and names of people.
 - b. Use end punctuation for sentences.
 - c. Use commas in dates and to separate single words in a series.
 - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

Report Card Language: Acquires and uses grade-level vocabulary

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Use frequently occurring affixes as a clue to the meaning of a word.
 - c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
 - a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
 - c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
 - d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Speaking and Listening Standards (SL)

Comprehension and Collaboration

Report Card Language: Expresses ideas clearly

1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Report Card Language: Asks and answers questions appropriate to task and situation

1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

Report Card Language: Expresses ideas clearly

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Report Card Language: Produces complete sentences when appropriate to task and situation

5. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3)

Common Core State Standards ELA link:

http://www.corestandards.org/wp-content/uploads/ELA_Standards.pdf

COMMON CORE STATE STANDARDS For MATHEMATICS

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Operations and Algebraic Thinking (1.OA)

Represent and solve problems involving addition and subtraction

Report Card Language: Represents and solves problems involving addition and subtraction

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (see Table 1 Below)
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction

Report Card Language: Understands and applies properties of operations and the relationship between addition and subtraction

3. Apply properties of operations as strategies to add and subtract (students need not use formal terms for these properties). *Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)*
4. Understand subtraction as an unknown-addend problem. *For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.*

Add and subtract within 20

Report Card Language: Adds and subtracts within 20

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Work with addition and subtraction equations

Report Card Language: Works with addition and subtraction equations

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.*
8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.*

Number and Operations in Base Ten (1.NBT)

Extend the counting sequence

Report Card Language: Extends the counting sequence

1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value

Report Card Language: Understands place value

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
 - a. 10 can be thought of as a bundle of ten ones — called a “ten.”
 - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Use place value understanding and properties of operations to add and subtract

Report Card Language: Uses place value understanding and properties of operations to add and subtract

4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Measurement and Data (1.MD)

Measure lengths indirectly and by iterating length units

Report Card Language: Measures lengths indirectly and by iterating length units

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

Tell and write time

Report Card Language: Tells and writes time

3. Tell and write time in hours and half-hours using analog and digital clocks.

Represent and interpret data

Report Card Language: Represents and interprets data

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Geometry (1.G)

Reason with shapes and their attributes

Report Card Language: Reasons with shapes and their attributes

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as "right rectangle prism.")
3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Mathematical Practices (As stated in the CCSS and Report Card)	Mathematical Practices (Student Friendly Language)
Makes sense of problems and perseveres in solving them	I solve problems without giving up
Reasons abstractly and quantitatively	I know how to think about words and numbers to solve problems
Constructs viable arguments and critiques the reasoning of others	I explain my thinking and ask questions to understand other people's thinking
Models with mathematics	I use math models (diagram, graph, table etc.) to show my work and solve problems in many ways
Uses appropriate tools strategically	I choose the correct math tools and explain why I used them
Attends to precision	I am careful about what I write and say so my ideas about math are clear
Looks for and makes use of structure	I use what I know to solve new problems
Looks for and expresses regularity in repeated reasoning	I look for rules and patterns to help me solve problems

Common Core State Standards Math link:

http://www.corestandards.org/wp-content/uploads/Math_Standards.pdf

Table 1 Referenced Above

TABLE 1. Common addition and subtraction situations.⁶

	Result Unknown	Change Unknown	Start Unknown
Add to	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? $2 + 3 = ?$	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? $2 + ? = 5$	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? $? + 3 = 5$
Take from	Five apples were on the table. I ate two apples. How many apples are on the table now? $5 - 2 = ?$	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? $5 - ? = 3$	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? $? - 2 = 3$
	Total Unknown	Addend Unknown	Both Addends Unknown ¹
Put Together/ Take Apart²	Three red apples and two green apples are on the table. How many apples are on the table? $3 + 2 = ?$	Five apples are on the table. Three are red and the rest are green. How many apples are green? $3 + ? = 5$, $5 - 3 = ?$	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? $5 = 0 + 5$, $5 = 5 + 0$ $5 = 1 + 4$, $5 = 4 + 1$ $5 = 2 + 3$, $5 = 3 + 2$
	Difference Unknown	Bigger Unknown	Smaller Unknown
Compare³	(“How many more?” version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? (“How many fewer?” version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? $2 + ? = 5$, $5 - 2 = ?$	(Version with “more”): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? (Version with “fewer”): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? $2 + 3 = ?$, $3 + 2 = ?$	(Version with “more”): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have? (Version with “fewer”): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? $5 - 3 = ?$, $? + 3 = 5$

¹These take apart situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean makes or results in but always does mean is the same number as.

²Either addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation, especially for small numbers less than or equal to 10.

³For the Bigger Unknown or Smaller Unknown situations, one version directs the correct operation (the version using more for the bigger unknown and using less for the smaller unknown). The other versions are more difficult.

Science

Technology

Please review the ELA Reading and Writing Standards that incorporate technology assessment below.

ELA Writing Standards Incorporating Technology

Report Card Language: Demonstrates understanding of basic technology operations and concepts

Writing (W)

Production and Distribution of Writing

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Progress Monitoring Boxes

This section is where teachers can attach any additional information they feel is necessary. For example, STAR parent reports, intervention program student data updates, ELL progress insert, behavior reports, homework monitoring etc.

Work Habits and Behaviors

Research recommends that grades should not be based on behavior and other non-academic factors, but only on students' mastery of the material in a given subject. Standards based grading is focused on what students know and can do, and not on other factors. Therefore, a student's behavior and/or effort should be independently represented within the Work Habits and Behaviors section of the report card and not be reflected in their grades within the other report card content areas.

Teacher Comments

If additional space is needed for comments please attach teacher comment sheet to the report card.

Frequently Asked Questions

Why can't students receive an average for each subject like an A or a B?

A standards-based report card rubric (4, 3, 2, 1) measures student achievement criteria for academic performance in content area standards. Letter grades do not reflect student performance towards state and district standards. Letter grades focus on what students "do" vs. what students "know".

Are students with disabilities (SWD) held to "grade-level" standards on the report card?

Yes. The Individual with Disabilities Education Act (IDEA) requires each state, school district, and school to hold ALL students to grade-level standards. Students with Individualized Education Programs (IEPs) must be provided with the same opportunity to receive grades in relation to expectations for grade level standards. For some students with IEPs, accommodations are necessary to meet grade level standards. If accommodations do not sufficiently support the student in meeting grade level standards, modifications to the standards may be required. The IEP team must make and document these grading decisions regarding what content areas, if any, require modifications of the grade level standards.

How was the language in the report card determined?

The language from the report card was meant to mirror the Common Core State Standards. As educators we are planning based on the standards and therefore need to make sure we are in fact monitoring what it is we are teaching.

What about intervention programs?

If a student receives a particular intervention the teacher may choose to write that intervention in the progress monitoring section with feedback to the

parents/guardians.

Is there an opportunity to use N/A in a quarter when something may not be the focus?

N/A is an option in the grading key. Teachers should place an N/A when a particular standard is not addressed in that quarter.

Why isn't effort and behavior included in Content or Specialist areas?

Work habits and behaviors are intentionally kept separate. When using standards based report cards we are measuring what students know. Behavior and effort are separate because they are habits of mind. A child can have excellent behavior but they may not be proficient in a standard.

Why isn't homework or classwork on the report card?

Homework/classwork is represented as "hands in assignments on time" in the work habits and behaviors section.

Homework:

Definition: Homework is an out-of-class assignment to support learning in which most – if not all – work is completed outside the classroom.

Purpose:

The purpose of homework is to support learning in one of four ways:

- 1. Preparation:** Provides background information which allows students to gather/organize information before a lesson/instruction;
- 2. Checking for Understanding:** Provides students and teachers the opportunity to assess students' grasp of newly acquired learning;
- 3. Practice:** Reinforces acquired knowledge and skills;
- 4. Extension of Learning:** Provides the pursuit of further knowledge and/or higher level cognitive applications, or a comprehensive assignment in which students have been provided current instruction and should be completed at home.

Why are Mathematical Practices graded separately?

The practices are focused on how students engage in the mathematics.

Why are we grading the Scientist Notebook?

Scientists notebooks are expected to be used to help students develop, practice, and refine their science understanding, while also enhancing reading, writing, mathematics and communications. Therefore, it is graded as an essential component of demonstrating proficiency in science.

Why doesn't social studies have its own section on the report card?

Social studies is integrative by nature. Powerful social studies teaching crosses disciplinary boundaries to address topics in ways that promote social understanding and civic efficacy. It also integrates knowledge, skills, and dispositions with authentic action. When children pursue a project or investigation, they encounter many problems and questions based in civics, economics, geography, and history. With teacher guidance, children can actively explore both the processes and concepts of social studies while simultaneously exploring other content areas.

Effective practice does not limit social studies to one specified period or time of day. Rather, elementary teachers can help children develop social studies knowledge throughout the day and across the curriculum. Children's everyday activities and routines can be used to introduce and develop important civic ideas. Integrating social studies throughout the day eases competition for time in an increasingly crowded curriculum. With a strong interdisciplinary curriculum, teachers find ways to promote children's competence in social sciences, literacy, mathematics, and other subjects within integrated learning experiences. Learning experiences reach across subject-matter boundaries, e.g., integrating history and geography as well as civics and language arts.

PROVIDENCE SCHOOL DEPARTMENT GRADE 01 – Report Card				
Q1=Quarter 1; Q2=Quarter 2; Q3=Quarter 3; Q4=Quarter 4				
Student Name:				
Teacher:				
Year:		Student ID#:		
School:				
ATTENDANCE	Q1	Q2	Q3	Q4
Absent				
Tardy				
Dismissals				

Evaluation Key
4 – Exceeds the Standard
3 – Meets the Standard
2 – Approaches the Standard
1 – Does Not Meet the Standard
N/A – Not Assessed at this Time

For SY _____
Student will be:
Promoted <input type="checkbox"/>
Retained <input type="checkbox"/>

English Language Arts				
Reading	Q1	Q2	Q3	Q4
Current Reading Level (BL-Below Level, OL- On Level, AL- Above Level)				
Retells/comprehends grade-level literary text with supporting evidence	RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10			
Retells/identifies the main topic of grade-level informational text with supporting evidence	RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10			
Foundational Skills	Q1	Q2	Q3	Q4
Reads grade-level high frequency words accurately	RF.1.3			
Knows and applies grade-level phonics and word analysis skills to decode words	RF.1.3a, RF.1.3b, RF.1.3c, RF.1.3d, RF.1.3e, RF.1.3f, RF.1.3g			
Reads grade-level text accurately and fluently to support comprehension	RF.1.4a, RF.1.4b, RF.1.4c			
Writing	Q1	Q2	Q3	Q4
Writes for a specific purpose/text type using appropriate evidence, sequence, detail and closure	W.1.1, W.1.2, W.1.3			
Strengthens writing by focusing on a topic, adding details and responding to questions	W.1.5, W.1.6			
Research to Build and Present Knowledge	Q1	Q2	Q3	Q4
Participates in shared research and writing projects from provided sources to build knowledge on a single topic	W.1.7, W.1.8			
Language	Q1	Q2	Q3	Q4
Acquires and uses grade-level vocabulary	L.1.4a, L.1.4b, L.1.4c, L.1.5a, L.1.5b, L.1.5c, L.1.5d, L.1.6			
Applies grade-level grammar when writing	L.1.1a, L.1.1b, L.1.1c, L.1.1d, L.1.1e, L.1.1f, L.1.1g, L.1.1h, L.1.1i, L.1.1j			
Applies grade-level spelling, punctuation and capitalization when writing	L.1.2a, L.1.2b, L.1.2c, L.1.2d, L.1.2e			
Speaking / Listening	Q1	Q2	Q3	Q4
Asks and answers questions appropriate to task and situation	SL.1.1c, SL.1.2, SL.1.3			
Expresses ideas clearly	SL.1.1a, SL.1.1b, SL.1.4			
Produces complete sentences when appropriate to task and situation	SL.1.6			

Mathematics				
Operations and Algebraic Thinking	Q1	Q2	Q3	Q4
Represents and solves problems involving addition and subtraction	1.OA.1, 1.OA.2			
Understands and applies properties of operations and the relationship between addition and subtraction	1.OA.3, 1.OA.4			
Adds and subtracts within 20	1.OA.5, 1.OA.6			
Works with addition and subtraction equations	1.OA.7, 1.OA.8			
Number and Operations in Base Ten	Q1	Q2	Q3	Q4
Extends the counting sequence	1.NBT.1			
Understands place value	1.NBT.2, 1.NBT.3			
Uses place value understanding and properties of operations to add and subtract	1.NBT.4, 1.NBT.5, 1.NBT.6			
Measurement and Data	Q1	Q2	Q3	Q4
Measures lengths indirectly and by iterating length units	1.MD.1, 1.MD.2			
Tells and writes time	1.MD.3			
Represents and interprets data	1.MD.4			
Geometry	Q1	Q2	Q3	Q4
Reasons with shapes and their attributes	1.G.1, 1.G.2, 1.G.3			
Mathematical Practices	Q1	Q2	Q3	Q4
Makes sense of problems and perseveres in solving them	See the Standards for Mathematical Practice above or within the CCSS using the URL below: http://www.corestandards.org/wp-content/uploads/Math_S_tandards			
Reasons abstractly and quantitatively				
Constructs viable arguments and critiques the reasoning of others				
Models with mathematics				
Uses appropriate tools strategically				
Attends to precision				
Looks for and makes use of structure				
Looks for and expresses regularity in repeated reasoning				

Science	Q1	Q2	Q3	Q4
Communicates scientific thinking effectively using content area and academic vocabulary	http://www.1.providenceschools.org/curriculum/sciences			
Draws conclusions based on relevant information and evidence				
Demonstrates effective use of the scientist notebook				
Technology	Q1	Q2	Q3	Q4
Demonstrates understanding of basic technology operations and concepts	W.1.6			
Library & Media Science	Q1	Q2	Q3	Q4
Demonstrates application of library media skills	http://www.ala.org/aasl/sites/ala.org/aasl/files/content/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf			
Art	Q1	Q2	Q3	Q4
Demonstrates knowledge and application of art concepts	http://www.1.providenceschools.org/curriculum/fine-arts			
Demonstrates knowledge and skill of media, tools, techniques and processes				
Music	Q1	Q2	Q3	Q4
Demonstrates knowledge and application of music concepts through singing, playing and responding to music	http://www.1.providenceschools.org/curriculum/fine-arts			
Demonstrates proper vocal/ percussion techniques alone and with others				
Physical Education	Q1	Q2	Q3	Q4
Demonstrates grade-appropriate gross motor movement	http://www.1.providenceschools.org/curriculum/health-pe			
Demonstrates grade-appropriate ability to use eye-hand and eye-foot coordination				
Health Education	Q1	Q2	Q3	Q4
Identifies and recognizes multiple dimensions of health	http://www.1.providenceschools.org/curriculum/health-pe			
Describes ways to prevent injuries and health problems				

Progress Monitoring	Q1	Q2	Q3	Q4
Check box when additional information is attached				
<p>This section is where teachers can attach any additional information they feel is necessary. For example, STAR parent reports, intervention program student data updates, Personal Literacy Plan progress updates, ELL progress insert, behavior reports, homework monitoring, etc.</p>				

Work Habits and Behaviors Evaluation Key				
<p>4 – Exceeds the Expectation 3 – Meets the Expectation 2 – Working Towards the Expectation 1 – Does Not Meet the Expectation N/A – Not Applicable</p>				
Work Habits and Behaviors	Q1	Q2	Q3	Q4
Shows best effort	<p>A student's behavior and/or effort should be independently represented within the Work Habits and Behaviors section of the report card and not be reflected in their grades within the other report card content areas.</p>			
Respects adults, peers and belongings				
Follows directions				
Participates and is willing to share relevant knowledge and experience				
Works well with others				
Demonstrates self-control				
Demonstrates organizational skills				
Hands in assignments on time				
Teacher Comments				
Quarter 1				
<p>If additional space is needed for comments, please attach teacher comment sheet to the report card.</p>				
Quarter 2				
Quarter 3				
Quarter 4				