

How To Read Your Child's Report Card

September 14, 2007

Dear Parents,

The following pages are a list of the specific skills which were assessed in the first trimester. Since these are new report cards, we hope you will find these details helpful in understanding the way in which your child was graded.

Please keep in mind that your child is being held to a district wide standard of performance. By the end of the year, each student is expected to meet all aspects of each standard in order to achieve the standard. **The grades your child received this marking period reflect their current level of performance on specific skills which do not always cover the entire standard as a whole. Further, the current grades reflect attainment of benchmarks for this trimester NOT attainment of the year end standard.**

Here is an example to illustrate what we mean. Currently, your child is expected to be reading a Guided Reading Level C book. If they are doing this, they receive a 3 on their report card under "Reads grade level text with fluency and accuracy following punctuation marks." However, by the end of the year, your child is expected to read Guided Reading Level H books. In order to receive a 3 at the end of the year, students will have to be much more advanced in their reading skills.

If your child received a 3 in any given area, then you know that they are on target to meet year end goals *if they continue to progress as expected*. If your child received a 2 in any area, then they need to progress at the expected rate for the rest of first grade AND to make progress in areas already assessed.

Please contact us directly if you have questions or concerns about your child's report card!

Sincerely,

The First Grade Team
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Grade 1 - Report Card Performance Indicators Assessed in the First Trimester

Reading

Demonstrates phonological awareness

- ✓ recognizes and applies knowledge of letter-sound relationships to decode and encode unknown words including consonants, consonant blends, digraphs, common short and long vowel patterns
- ✓ reads word families and patterns (onsets and rimes)
- ✓ manipulates sounds in words (blends, segments, or substitutes sequences of sound or syllables)
- ✓ recites poems, rhymes, and songs with repeating patterns

Uses strategies to recognize and analyze words

- ✓ develops a basic sight vocabulary (reads 100 or more basic sight words using the Clay Observation Survey)
- ✓ relies more on print than pictures
- ✓ uses sentence structure, word order, and context clues to decode and predict meaning
- ✓ reads environmental print

Reads grade level text with fluency and accuracy following punctuation marks

- ✓ reads orally grade level materials attending to phrasing, intonation, and punctuation
- ✓ resolves word difficulties quickly usually through self-correction
- ✓ consistently reads at conversational pace

Demonstrates comprehension of text through oral and written response

- ✓ reads at an instructional Guided Reading C
- ✓ uses background knowledge and context to construct meaning
- ✓ monitors own reading to make sure the text makes sense
- ✓ uses a range of strategies efficiently when constructing meaning from text (predicting, self-correcting, questioning, visualizing, drawing conclusions, inferring, summarizing, synthesizing, determining importance, using picture clues)
- ✓ reads, listens to, and responds to a variety of text
- ✓ makes simple comparisons of the story to events or people in their own lives

Writing

Writes about topics from personal experience focusing on one idea and using simple details

- ✓ writes a **recount** independently
- ✓ organizes ideas using a focused idea
- ✓ ideas are given in a logical sequence
- ✓ writes independently each day for 15 minutes or more
- ✓ uses some planning strategies before writing
- ✓ reads back own writing demonstrating voice-print match

Uses conventions of print

- ✓ writes a complete sentence using a range of simple verbs and nouns
- ✓ capitalizes the beginning of a sentence, the pronoun I, first and last name

Prints legibly using appropriate spacing

- ✓ places spaces between words
- ✓ writes top to bottom, left to right
- ✓ uses upper and lowercase letters appropriately
- ✓ correct and consistent formation of letters

Speaking and Listening

Contributes to conversations; listens to others and responds appropriately

- ✓ contributes appropriately to classroom interactions
- ✓ uses language to interact with peers
- ✓ sustains a conversation with a variety of audiences
- ✓ recites poems, rhymes, and songs with repeating patterns

Responds to written and verbal presentations and directions

- ✓ uses listening skills to understand directions

Research

Asks questions and locates answers

- ✓ gathers and organizes information using webs and graphic organizers
- ✓ records observations

Mathematics

Number Sense: Understands the relationship between numbers and quantities 0-100; understands fractions (halves, fourths, thirds, wholes) and money

- ✓ uses physical, pictorial, symbolic, and verbal representations of whole numbers 0-100
- ✓ using objects, demonstrates the meaning of fewer than, less than, more than, greater than, and equal to with whole numbers 0-100
- ✓ counts with understanding and recognizes “how many” in sets of objects
- ✓ applies equalities using the equal symbol
- ✓ uses addition and subtraction equations to describe arrangements of objects or pictures in groups (e.g. 5 apples + 4 apples = 9 apples)
- ✓ verbally compares 2 sets of objects using the terms: greater than, less than, and equal
- ✓ reads, writes, and sequences numbers from 0-100
- ✓ reads the number words from zero to ten
- ✓ counts numbers 0–100 by ones, twos, fives, and tens
- ✓ counts back from 20
- ✓ demonstrates one-to-one correspondence when counting objects or events to 100
- ✓ understands the addition and subtraction properties of zero with whole numbers
- ✓ understands the meaning of addition and subtraction operations and how they relate to one another (e.g. the inverse relationship, the commutative and associative property)

Patterns and Algebra: Identifies, extends, and describes simple patterns by number, shape, size, rhythm, or color

- ✓ recognizes, describes, creates and extends patterns such as sequences of sounds, shapes, or simple numerical patterns, using concrete materials
- ✓ sorts and classifies real objects by one or two attributes
- ✓ translates patterns from one material or symbol to another (e.g. a pattern of colors to a pattern of shapes)
- ✓ identifies the repeating unit in a pattern (AB or ABC)

Computation: Adds and subtracts whole numbers 0-10

- ✓ demonstrates the operations of addition (combining) and subtraction (separating) of whole numbers with concrete materials
- ✓ records solutions to problems using pictures, numbers and words
- ✓ solves story problems involving addition/subtraction using one or more of the following strategies: direct modeling, counting up/counting down, numerical reasoning
- ✓ understands common symbols and words used for addition and subtraction
- ✓ communicates to others how a mathematical problem was solved (e.g. verbal, pictorial)
- ✓ models situations that involve the addition and subtraction of whole numbers using objects, pictures and symbols

Science

Scientific Process and Inquiry: Participates in scientific investigations

- ✓ participates in classroom observations
- ✓ makes predictions
- ✓ follows proper lab and safety procedures
- ✓ identifies uses of technology in their personal lives

Life Science: Compares and contrasts plants and animals

- ✓ identifies the basic energy needs of plants and animals and the energy needs that they share
- ✓ identifies, describes, and compares the physical characteristics of various plants and animals

Social Studies

History: Compares families and cultures past and present; places events in chronological order

- ✓ compares the roles of family members in rural and urban settings
- ✓ identifies how the environment affects a family's daily life

Civics: Describes the role of citizens in a community

- ✓ identifies ways that a governing system affects individuals