NAME: Student, Test

TEACHER: Teacher

SCHOOL: Building

1st Grade

ATTENDANCE <u>Fall</u> <u>Winter</u> <u>Spring</u>

Half Days Absent: _____ _____ _____

Times Tardy: _____ _____ _____

S = Satisfactory	
P = Making progress	
I = Needs to improve	

LEARNING / SOCIAL BEHAVIOR

We believe that these behaviors contribute to student learning and are considered an integral part of our teaching. We do not expect that all children will demonstrate consistency at all times, but we do emphasize continual progress for the student in demonstrating the behavior on a regular basis. Your child's progress is indicated according to the KEY to the left.

Demonstrates responsibility for own learning.

	Fall	Winter	Spring
1. Shows interest and is involved in learning.			
2. Attends to the task at hand.			
3. Completes tasks independently.			

Responds to teacher-directed activities.

	Fall	Winter	Spring
4. Listens attentively.			
5. Participates constructively in discussions.			
6. Participates constructively in activities.			
7. Follows directions.			

Demonstrates self-discipline.

	Fall	Winter	Spring
8. Follows rules.			
9. Demonstrates self control.			
10. Uses time wisely.			

Interacts positively with peers and adults.

	Fall	Winter	Spring
11. Respects the rights of others.			
12. Works cooperatively with others.			
13. Interacts positively with others.			
14. Solves problems constructively.			

Puts forth effort.

	Fall	Winter	Spring
15. Perseveres even when tasks are difficult.			
16. Willing to take risks and try new things.			
17. Chooses and accepts tasks that challenge abilities.			

WRITING

B = Beginning	
D = Developing	
S = Secure	

The expectations for achievement are that students will meet **S**ecure (S) proficiency levels by spring. The shaded area indicates when the outcome is usually first assessed.

Writing Genre

F	W	S	CONCEPTS / SKILLS
▓			1. Writes a personal story with pictures, words, and sentences using transitional words with a beginning, middle, and end.
		▓	2. Reads and tries to copy different styles of poetry based on reading a wide variety of grade appropriate poetry.
		▓	3. Writes an informational piece that addresses a focus question.
		▓	4. Writes one research question, organizes information from teacher gathered resources and uses the writing process to contribute to a class research project.

Writing Process

F	W	S	
	▓		5. As s/he plans to write, with help from the teacher, s/he considers the audience and purpose for writing.
▓			6. Begins to develop a plan to generate & structure ideas for narrative and informational text, including graphic organizers.
		▓	7. Writes three or more connected sentences using first grade punctuation and spelling.
	▓		8. Uses book language when writing stories.
	▓		9. Rereads own writing and makes changes to make the meaning more clear.
	▓		10. Uses first grade resources when editing own writing (i.e. word lists and class checklists).

Personal Style

F	W	S	
		▓	11. Develops a personal style in oral, written or acted out messages in both narrative and informational writing. Example: Expresses feelings, uses details and shows examples.

Grammar and Usage

F	W	S	
		▓	12. Writes with complete sentences beginning with a capital letter and ending with a period, question mark or exclamation point.

Spelling

F	W	S	
	▓		13. Correctly spells one-syllable words s/he sees often from common word families.
▓			14. Uses beginning sounds, word families, or word lists provided by the teacher to figure out how to spell more words.

Handwriting

F	W	S	
▓			15. Forms upper and lower case letters neatly so that people can read them.

Writing Attitude

F	W	S	
▓	▓	▓	16. Is enthusiastic about writing and learning to write.

R E A D I N G

> Behaviors are dated (**F** = Fall, **W** = Winter, **S** = Spring) when they are seen routinely, over time, at a "secure" level.   A behavior flagged as **I** = Needs Improvement.

Kindergarten (Developing Reader)	Grade 1 (Beginning Reader)	Grade 2 (Expanding Reader)

Kindergarten (Developing Reader)

Comprehension

___ Reads books with predictable text (Level C).

___ Memorizes pattern books, poems and familiar books.

___ Retells a familiar story read to student with beginning, middle, and end without book support

___ Identifies main idea and two facts of informational book read to child, without book support

___ Demonstrates personal connection to stories read or heard through comments, reactions, discussion, and/or drawing

Strategies

___ Identifies 21-46 of 54 letter names.

___ Identifies 47-54 of 54 letter names.

___ Rhymes and plays with words.

___ Uses information from pictures to construct meaning

___ Uses a sight word vocabulary of 10-15 words in reading/writing contexts.

___ Uses at least 20 sounds in reading/writing contexts.

___ Uses 1:1 correspondence to track print.

___ Uses print and illustrations to problem solve text.

Listening & Speaking

___ Gives detailed description of needs, wants and events.

___ Listens to others without interrupting.

Grade 1 (Beginning Reader)

Comprehension

___ Reads and comprehends books at Level I.

___ Reads aloud with fluency and expression.

___ Retells stories, read independently, to reflect sequence, setting, characters, problem, and resolution.

___ Identifies main idea and supporting details of informational text read independently.

___ Makes connections, with guidance, to other authors, books and personal experiences.

Strategies

___ Uses visual cues.

___ Uses structure cues.

___ Uses meaning cues.

___ Self corrects miscues that affect meaning.

___ Uses multiple strategies automatically as needed to problem solve text.

Listening & Speaking

___ Responds to others using complete sentences.

___ Uses questions and statements in appropriate contexts.

Grade 2 (Expanding Reader)

Comprehension

___ Reads, with fluency and comprehension, Level M books.

___ Reads and comprehends a variety of materials with guidance (e.g., folk tales, poetry, biography, informational material, historical fiction, mystery).

___ Makes inferences that can be supported by the text.

___ Identifies topic, main ideas and supporting details of informational text read by student.

___ Makes connections with guidance to books and personal experiences.

Strategies

___ Uses multiple strategies automatically as needed.

___ Uses table of contents, captions, glossary, and index to locate and gather information.

___ Effectively and efficiently analyzes longer words.

Listening & Speaking

___ Develops and elaborates ideas clearly using supportive and relevant details.

A   B   C   D   E   F   G   H   I   J   K   L   M

is the current Instructional Reading Level for this Report Card Period.

> The Instructional Reading Level for each marking period is indicated below. The slide/bar graph provides a visual representation of progress.

Reading Targets by Grade

Kindergarten	First Grade	Second Grade
Prior to June - Level B	November - Level D	November - Level J
June - Level C	March - Level G	March - Level L
	June - Level I	June - Level M

_____ Fall-November   _____ Winter-March   _____ Spring-June

A   B   C   D   E   F   G   H   I   J   K   L   M   N   O   P

FALL	] Below Target
WINTER	
SPRING	

Test Student - 1st Grade
M A T H E M A T I C S

> The goal is that students will be **Secure** in all outcomes by the end of the year.
> **B, D, S** indicates whether your child's understanding is **B**eginning, **D**eveloping or **S**ecure at the end of the reporting period.
> Items unmarked have not yet been taught or assessed

	F	W	S	Concepts/Skills
Unit 1: Establishing Routines				1. Counts 0 - 130+, starting at any number in the sequence.
				2. Makes, counts and uses tally marks.
				3. Uses ordinal numbers to identify position in a sequence (e.g., 1st, 2nd, 3rd ...).
Unit 2: Everyday Uses of Numbers				4. Counts to 110+ by 2s, starting at any number in the sequence.
				5. Counts to 110+ by 5s, starting at any number in the sequence.
				6. Counts to 500+ by 10s and 100s, starting at any number in the sequence.
Unit 3: Visual Patterns and Number Patterns				7. Completes "Frames and Arrows" routines; adds by 1s.
				8. Completes "Frames and Arrows" routines; adds by 10s.
				9. Completes "Frames and Arrows" routines; subtracts by 1s.
				10. Completes "Frames and Arrows" routines; subtracts by 10s.
				11. Solves simple addition and subtraction problems on number line and/or number grid.
				12. Knows sums of 10.
Unit 4: Linear Measures and Clocks				13. Measures length to the nearest inch.
				14. Shows and tells time on a clock face to the hour and half-hour.
				15. Names even and odd numbers.
Unit 5: Relations, Number Series and Mental Arithmetic				16. Counts back from any number up to 100.
				17. Compares and orders numbers up to 110.
				18. Finds the difference between any 2 numbers up to 30.
				19. Tells, illustrates, solves and writes number models for addition and subtraction number stories.
				20. Solves addition and subtraction number stories involving length, money and time.
				21. Knows +0 and +1 facts to 20.
Unit 6: Introduction to Fact Power				22. Applies knowledge that addition and subtraction are opposite operations.
				23. Finds the third number in an addition or subtraction fact.
				24. Knows addition facts for doubles to 10 + 10.
Unit 7: Geometry and Attributes				25. Creates polygons and knows their characteristics.
				26. Identifies and describes solid shapes (cube, cylinder, sphere, pyramid, cone, prism).
				27. Creates and describes patterns, using number, shape and size.
Unit 8: Mental Arithmetic, Money				28. Counts money and records amount.
				29. Makes equivalent amounts of money.
				30. Creates, reads and interprets pictographs (picture graphs).
				31. Reads and writes 3-digit numbers from dictation and builds with base-10 blocks.
				32. Knows addition facts for doubles +1, to 9+10.
Unit 9: Numeration and Place Value				33. Solves number grid puzzles.
				34. Composes and decomposes numbers, using base-10 materials, to demonstrate understanding of place value.
				35. Mentally calculates sums and differences.
				36. Uses manipulatives and drawings to model halves, thirds and fourths as equal parts of a region or collection; describes the model.
Unit 10: End-of-Year Assessments and Review				37. Completes simple "What's My Rule?" routines (adds/subtracts 0, 1, 2, 10).
				38. Writes number scroll to 1000.
				39. Knows sums of 10 and all +0, +1, doubles and doubles +1 addition facts to 10+10.
				40. Uses appropriate strategies to solve subtraction problems for the addition facts listed in Outcome 39.

SCIENCE

Collecting and Examining Life and *Weather* are year-long science units in first grade. It is expected that students may not be secure in some of these targets until the end of the year.

B = Beginning
D = Developing
S = Secure

Collecting and Examining Life

[ ] Explains differences between categories of living things.

[ ] Compares body parts of different animals as they relate to moving, breathing, eating, and sensing their environment.

[ ] Identifies parts of a plant and explains how they help a plant to grow and to make new plants.

[ ] Creates scientific drawings that reflect an attention to accuracy and detail.

Weather

[ ] Accurately measures and records temperature.

[ ] Graphs and interprets weather data and draws conclusions about weather patterns based on the data they collect.

[ ] Describes different forms of water that play a role in weather.

[ ] Creates scientific drawings that reflect an attention to accuracy and detail.

Motion

[ ] Explains that pushes and pulls are needed to change an object's motion.

[ ] Explains that stronger pushes or pulls cause objects to go farther or faster than small pushes or pulls do.

[ ] Describes how friction and gravity affect an object's motion.
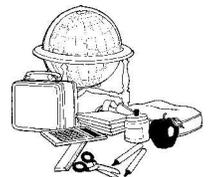
SOCIAL STUDIES

The Michigan Social Studies Standards identify content benchmarks for each grade level in four areas: geography, economics, history and civics. At this grade level, students focus on their school and their family. They;

- practice social skills and making good choices to get along with others and solve problems positively;

- learn about the basic elements of maps;

- learn about historical school artifacts and compare schools long ago with schools today;

- share favorite things their family likes to do to see that all families are special in different ways;

- explore the economic concepts of needs and wants;

- explore traditions from different cultures;

To achieve these benchmarks, students begin to use the processes of a social scientist. They;

	Fall	Winter	Spring	
S = Satisfactory P = Making progress I = Needs to improve				Understand ideas studied
				Complete activities
				Take part in discussions
				Develop thinking and study skills relevant to social studies

Conflict Management: Students at every grade level are taught skills for preventing, managing, and peacefully resolving conflicts. If students are given opportunities to practice these skills in real life school situations, they become empowered to take responsibility for resolving the conflicts that naturally occur in their lives.

[ ] Conflict Management

An "X" indicates that the Health Unit has been taught.

Health Units Studied [ ] Personal Safety   [ ] Substance Abuse Prevention   [ ] Healthy Behavior

Test Student - 1st Grade
GENERAL TEACHER COMMENTS