

Standards Based Report Card - Parent Guide

First Grade

The standards-based report (SBR) is used to communicate student progress toward grade level learning standards. The quarterly report card is only one piece of a larger feedback system, including parent/teacher conferences, standardized test reports, and ongoing communications as necessary.

This SBR will provide more detailed feedback regarding specific subject indicators which allows for improved communication between home and school so parents and teachers can collaborate to support student learning. A SBR is similar to a doctor's diagnosis after a patient completes a physical examination. If a doctor just said, *"You're OK, your health is a B-"*, the patient would want more specific information to know what is going well and what changes need to be made to improve his/her health. It would be more helpful if the doctor were more specific by saying, *"Your blood pressure of 115/75 and your weight of 135 are both good for your age and height. Your cholesterol level of 275 is too high. We will need to develop a plan to lower that number."* Standards-based reporting is a more specific and detailed way of reporting student learning.

In order to report the progress a child shows toward the mastery of the subject standards, teachers will be using academic performance indicators that are included in the table below. These indicators **will not** be averaged to report a student's progress, instead standards-based grading places an emphasis on the most recent performances of learning and then predicts what the student's next score would be based on previous scores. This formula supports the idea that students will gain knowledge over time.

Key for Academic Performance	
4	Student consistently extends grade level/course standards; demonstrates a comprehensive and in-depth understanding of concepts and skills; effectively applies and transfers knowledge and complex thinking into new or unfamiliar context.
3	Student consistently meets grade level/ course standards; (this is the targeted goal and should be celebrated) ; demonstrates understanding and application of concepts and skills; regularly applies thinking skills and learning strategies.
2	Student demonstrates partial understanding of grade level/course standards; exhibits a basic working knowledge of concepts and skills; inconsistently applies thinking skills and learning strategies.
1	Student performs below grade level standards; demonstrates limited understanding and application of grade level concepts and skills; consistently requires substantial or continuing support
*	An asterisk indicates student receives modifications or accommodations per IEP or 504 plan

The ELA and Math priority standards and subject domains that are part of your child’s learning are described in the following core subject area table. The priority standards or subject domains will not appear on the student’s report card until they are taught and assessed in the classroom.

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English Language Arts (ELA) Priority Standards

Reading Literature	1.RL.1 Ask and answer questions such as who, what, where, why, when, and how about key details in a text. 1.RL.2 Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson. 1.RL.3 Describe characters, settings, and major events in a story, using key details.
Reading Informational	1.RI.1 Ask and answer questions such as who, what, where, why, and how about key details in a text. 1.RI.2 Identify the main topic and retell key details of a text. 1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details. 1.RI.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.
Reading Foundational Skills	1.RF. 1 Demonstrate understanding of the organization and basic features of print. 1.RF. 2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 1.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words. 1.RF.4 Read with sufficient accuracy and fluency to support comprehension.
Writing	1.W.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. 1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

	1.W.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. 1.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
Writing Foundational Skills	1.WF.1 Demonstrate and apply handwriting skills. 1.WF.2 Demonstrate and apply sound-letter concepts. 1.WF.3 Know and apply phonics and word analysis skills when encoding words.
Speaking and Listening	1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
Language	1.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 1.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

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Math Priority Standards	
Operations and Algebraic Thinking	1.OA.A.1 Use addition and subtraction within 20 to solve word problems with unknowns in all positions (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem). 1.OA.A.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/or equations with a symbol for the unknown number to represent the problem). 1.OA.B.3 Apply properties of operations (commutative and associative properties of addition) as strategies to add and subtract within 20. (Students need not use formal terms for these properties.) 1.OA.B.4 Understand subtraction as an unknown-addend problem within 20 (e.g., subtract $10 - 8$ by finding the number that makes 10 when added to 8). 1.OA.C.5 Relate counting to addition and subtraction (e.g., by using counting on by two to add two). 1.OA.C.6 Fluently add and subtract within 10. 1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? $6 + 1 = 6 - 1$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$). 1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers (e.g., determine the unknown number that makes the equation true in each of the equations $8 + \underline{\quad} = 11$, $5 = \underline{\quad} - 3$, $6 + 6 = \underline{\quad}$).
Number and	1.NBT.A.1 Count to 120 by 1's, 2's, and 10's starting at any number less than 100. In this

Operations in Base Ten	range, read and write numerals and represent a number of objects with a written numeral. 1.NBT.B.2 Understand that the two digits of a two-digit number represent groups of tens and ones. Understand the following as special cases: 1.NBT.B.2a 10 can be thought of as a group of ten ones — called a “ten”. 1.NBT.B.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 1.NBT.B.2c 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). 1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. 1.NBT.C.4 Demonstrate understanding of addition within 100, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form. 1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count. 1.NBT.C.6 Subtract multiples of 10 in the range of 10 to 90 (positive or zero differences), using objects 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 form.
Measurement and Data	1.MD.A.1 Order three objects by length. Compare the lengths of two objects indirectly by using a third object. 1.MD.A.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.)

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Science

First Grade - Focus on Cause and Effect; Stability and Change (cycles)

By the end of first grade, students make observations to understand the connections between earth materials and the ability for Earth to sustain a variety of organisms. Students learn how objects can impact other objects from a distance or by contact with each other, how organisms interact with earth materials for survival, and how life systems have cycles. Student investigations focus on collecting and making sense of observational data and simple measurements using the science and engineering practices: ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations and design solutions, use evidence, and obtain, evaluate, and communicate information. While individual lessons may include connections to any of

the crosscutting concepts, the standards in first grade focus on helping students understand phenomena through cause and effect and stability and change.

Physical Science	Students develop an understanding of the effects of forces and waves, and how they can impact or be impacted by objects near and far away. They explore the relationships between sound and vibrating materials, as well as light and materials including the ability of sound and light to travel from place to place.
Earth and Space Science	Students develop an understanding that earth materials are essential for an organism's survival.
Life Science	Students develop an understanding that Earth has supported, and continues to support, a large variety of organisms. These organisms can be distinguished by their physical characteristics, life cycles, and their different resource needs for survival. Different types of organisms live where there are different earth resources such as food, air, and water.

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Social Studies

First Grade - Communities: Living And Working Together

The content standards are organized under the four core disciplines in social studies: *civics, economics, geography, and history*. Through the study of civics, geography, economics, and history, students will understand how a community functions and how each member contributes to the community for the common good. Students will study their local community and learn about characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. Community resources, environment, change over time, and cause/effect are examined.

The *Disciplinary Skills and Processes* standards are what all students need to know and apply to any historical era, context, or content area. Using these tools, students think like historians, geographers, political scientists, and economists. These skills and processes are especially critical in a time when students are exposed to massive amounts of information in numerous forms and must develop the skills to make sense of it. The following are the *Disciplinary Skills and Processes* Anchor Standards and grade level standards are written to support these Anchor Standards.

SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.

SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence. * Not applicable to Kindergarten and 1st grade.

On the standards-based report card, there is a separate section for Characteristics of Successful Learners. Teachers will communicate about factors such as behavior, effort, work habits, and completion of assignments without impacting a student's actual mastery of the standards.

Characteristics of Successful Learners	Q1	Q2	Q3	Q4
Follows behavioral expectations				
Demonstrates on-task behavior				
Completes work on time				
Demonstrates age-appropriate social skills				
Organizes self and materials				
Demonstrates effort				
Key for Characteristics of Successful Learners				
O - Outstanding S - Satisfactory N - Needs Support				