



Student Information		School Information: Elementary	
Student Name		Principal	
Student ID		School Phone	
Birthdate		School Address	
Track			
Grade	1	Teacher	

Attendance	T1	T2	T3
Days Enrolled			
Days Absent			
Days Tardy			

Scoring Key

Benchmark Standards

For Progress Report (T1 and T2)		Effort Scores	
Area of Concern	AC	Excellent	E
Expected Growth	EG	Satisfactory	S
Not Assessed	NA	Needs Improvement	N
For Final Report (T3)		Not Assessed	NA
Student performance exceeded grade level expectations	4	Participation and Intervention Marks	
Student performance met grade level expectations	3		
Student performance approached grade level expectations	2	Applicable	X
Student performance made little or no progress toward grade level expectations	1	Not Applicable	NA

First Grade	T1	T2	T3
Standards			
HABITS OF SUCCESS			
» Communicator			
• Communicates effectively			
• Listens attentively			
» Collaborator / Contributor			
• Works respectfully with others			
• Participates respectfully			
» Global Citizen			
• Exercises Self-Control			
• Follows classroom and school rules			
» Critical Thinker / Creative Thinker			
• Demonstrates critical thinking and problem-solving strategies			
• Demonstrates creative thinking by combining new and prior knowledge			
» Self-Directed Learner			
• Responsible for own learning and behavior			
• Makes productive use of class time and completes homework/assignments on time			

First Grade	T1	T2	T3
Standards			
» Effective and Ethical User of Resources			
• Draws on multiple sources, using all classroom resources responsibly			
PARTICIPATES IN ADDITIONAL SUPPORT/SERVICES OR MODIFIED PROGRAM IN THE AREA OF:			
» English Language Arts - Reading			
» English Language Arts - Writing			
» Mathematics			
» Student is an English Learner			
» Student has an I.E.P.			
MATHEMATICS			
» Effort Score			
» Operations and Algebraic Thinking			
• Represents and solves problems involving addition and subtraction			
• Understands and applies properties of operations and the relationship between addition and subtraction			
• Adds and subtracts within 20, with fluency to 10			
• Works with addition and subtraction equations			

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First Grade	T1	T2	T3
Standards			
» Number and Operations in Base Ten			
• Counts to 120			
• Understands that a two digit number represents tens and ones (place value understanding)			
• Uses place value to add, subtract and compare numbers			
» Measurement and Data			
• Measures length in units			
• Tells and writes time			
• Organizes, represents and interprets data			
» Geometry			
• Understands and uses attributes to build, draw, describe and partition shapes			
» Standards of Mathematical Practice			
• Makes sense of problems and perseveres in solving them			
• 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			
OTHER SUBJECTS			
» Science Effort Score			
» Social Studies Effort Score			
» Physical Education Effort Score			
» Fine Arts Effort Score			
ENGLISH LANGUAGE ARTS			
Exception for Qualified English Learners			
» English learners meeting ALL of the following criteria in the current reporting period will not have marks in the English Language Arts section of the report card: <input type="checkbox"/>			
1) Overall ELPAC 1 <input type="checkbox"/>			
2) Enrolled in U.S. schools less than 2 years <input type="checkbox"/>			
3) Not yet performing at grade level			
Reading			
» Effort Score			
» Literature			
• Retells stories using key details and demonstrates understanding of the central message			
• Understands the difference between fiction and nonfiction texts			
• Uses illustrations and details to describe characters, setting and events			
» Informational Text			
• Asks and answers questions about key details, retells key details and identifies the main idea			

First Grade	T1	T2	T3
Standards			
• Is able to locate facts and information in texts and illustrations			
• Makes connections between texts			
» Foundational Skills			
• Knows and applies grade-level phonics and word analysis skills in decoding words			
• Reads high frequency words			
• Fluently reads grade level text orally with accuracy, appropriate rate, and expression to support comprehension			
Writing			
» Effort Score			
» Text Types and Purposes			
• Writes an opinion that supports the point of view with reasons			
• Writes an informative text that supports the topic with facts			
• Writes narratives that recount details of two or more sequenced			
» Production and Distribution			
• With guidance and support, adds details to strengthen writing to communicate ideas			
Language			
» Language			
• Shows understanding of conventions (grammar, capitalization, punctuation and spelling) when speaking and / or writing			
• Uses strategies to acquire and use grade-level appropriate vocabulary			
» Prints Legible			
Speaking and Listening			
» Comprehension and Collaboration			
• Participates appropriately in classroom discussions			
» Presentation of Knowledge & Ideas			
• Describes familiar people, places, things and events with relevant details			
• Describes and expresses ideas and feelings clearly			
ENGLISH LANGUAGE DEVELOPMENT (ELD)			
» Effort Score			
» Interacting in Meaningful Ways			
• Collaborating and engaging in dialogue with others			
• Interpreting, comprehending and analyzing written and spoken texts			
• Producing oral presentations and written texts			
» Learning About How English Works			
• Structuring cohesive texts			
• Expanding and enriching ideas			
• Connecting and condensing ideas			
» Using Foundational Literacy Skills			

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Standards			
<ul style="list-style-type: none">• Print Concepts• Phonological awareness• Phonics and word recognition• Fluency			
Year-End Summary of Progress in English Language Development			
» Expected Growth			
» Area of Concern			
INTERVENTIONS			
» Before / After School Tutoring			
» Scaffolded Language Supports			
» Targeted Adaptive Program			
» Targeted Small Group Instruction			
Standardized Tests	Date	Scores	
Proficiency Level			
Proficiency Level			
Programs	Entry	Exit	

Parent Signature	Date

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