

FIRST GRADE REPORT CARD

STUDENT NAME: Shayla Marie

Explanation of Marking Achievement Levels			
4 Excelling substantially at grade level standards for this grading period	3 Proficient at grade level standards for this grading period	2 Approaching proficiency at grade level standards for this grading period	1 Below grade level standards for this grading period

Standards: ENGLISH-LANGUAGE ARTS

1st 2nd 3rd

Standard	1 st	2 nd	3 rd
Standard 1 - Reading: Word Analysis, Vocabulary, Fluency	3	3	
• Word Analysis	3	3	
• Vocabulary	3	3	
• Fluency	3	3	
Standard 2 - Reading: Comprehension/Text Structure	3	3	
• Comprehension	3	3	
Standard 3 - Reading: Literary Response and Analysis	3	3	
Standard 4 - Writing: Process and Strategies	3	3	
• Writing Process	3	3	
• Penmanship	3	3	
Standard 5 - Writing: Applications	3	3	
Standard 6 - Writing: Written Language Conventions	3	3	
• Grammar	3	3	
• Sentence Structure	3	3	
• Spelling	3	3	
Standard 7 - Speaking	3	3	
Standard 8 - Listening	3	3	

INSTRUCTIONAL READING LEVEL	1 st	2 nd	3 rd
Pre-Emergent			
Emergent (RL 1-6)*			
Early (RL 8-12)*	3	3	
Transitional (RL 14-24)*			
Extending (RL 26+)*			

INSTRUCTIONAL WRITING LEVEL	1 st	2 nd	3 rd
Pre-Emergent			
Emergent			
Early	3	3	
Transitional			
Extending			

*indicates reading and/or writing level (see back for explanation)

1st Trimester Comments:

Date of Parent Conference: 11/11/11
 Shayla is making good progress in all areas. She is a very happy child and she is very cooperative. As a parent, I am very proud of her progress.
 Parent Signature: [Signature]

TEACHER SIGNATURE: [Signature]

Standards: MATHEMATICS

1st 2nd 3rd

Standard	1 st	2 nd	3 rd
Standard 1 - Number Sense	3	3	
• Count, read, write, and order numbers to 100	3	3	
• Demonstrate understanding of addition and subtraction facts to 20	3	3	
• Demonstrate understanding of money and skip counting	3	3	
Standard 2 - Algebra and Functions	3	3	
• Solve problems with number sentences	3	3	
Standard 3 - Measurement and Geometry	3	3	
• Identify, describe, compare, and classify common geometrical shapes	3	3	
• Show competency of spatial terms	3	3	
• Identify and understand time	3	3	
• Use non-standard units of measurement	3	3	
Standard 4 - Statistics, Data Analysis, and Probability	3	3	
• Extend, create, and understand patterns	3	3	
• Organize and group objects into categories	3	3	
• Organize, represent, and compare data from charts and graphs	3	3	
Standard 5 - Mathematical Reasoning	3	3	
• Approach strategies of problem solving	3	3	
• Solve problems, explain procedures, and results	3	3	

Standards: SCIENCE

1st 2nd 3rd

Standard	1 st	2 nd	3 rd
Standard 1 - Science	3	3	
• Physical Science	3	3	
• Life Science	3	3	
• Earth Science	3	3	
• Investigation and Experimentation	3	3	

Standards: HISTORY/SOCIAL SCIENCE

1st 2nd 3rd

Standard	1 st	2 nd	3 rd
History/Social Science: A Child's Place in Time	3	3	
• Geography and Cultural Symbols	3	3	
• Concepts of Human Characteristics/American Life	3	3	
• Understands Rules and Responsibilities of Citizenship	3	3	

ADDITIONAL SUBJECTS

1st 2nd 3rd

Subject	1 st	2 nd	3 rd
Physical Education	3	3	
Health	3	3	
Music	3	3	
Art	3	3	

2nd Trimester Comments:

Shayla is making good progress in all areas. She is a very happy child and she is very cooperative. As a parent, I am very proud of her progress.
 Parent Signature: [Signature]

EFFORT / WORK STUDY HABITS / CITIZENSHIP

	"O" Outstanding	"S" Satisfactory	"N" Needs Improvement	"U" Unsatisfactory
Classroom Progress / Effort				
Language Arts				
Mathematics				
Science				
History/Social Science				
P.E.				
Health				
Music				
Art				
Social Skills and Work Habits				
Follows classroom rules and directions				
Follows playground rules and directions				
Works, shares, and plays with others cooperatively				
Uses time appropriately				
Works independently				
Respects rights and property of others				
Completes classwork				
Completes homework				

Special Education		1 st	2 nd	3 rd
Special Ed. Goals	- Academic			
	- Non Academic			

Attendance	1st	2nd	3rd	Year End	Your child is assigned to the _____ /20____ school year. Principal: <u>[Signature]</u>
Days Absent	0	2			
Days Tardy	0	1			

Check if applicable	1st	2 nd	3 rd	Check if applicable	1 st	2 nd	3 rd
Speech/Language				Title I Participant			
Resource Program				LEP/ELL Program: Immersion			
Special Day Class				LEP/ELL Program: Mainstream			

Language Designation of Student: LEP FEP RFEP X E0

3rd Trimester Comments:

INSTRUCTIONAL READING SEQUENCE

Year End Grade Level Expectations

Complete level:

Kindergarten	6
1 st Grade	16
2 nd Grade	20
3 rd Grade	24

Pre Emergent

- Enjoys listening to stories
- Retells stories and poems
- Uses proper book handling
- Recognizes own name

Emergent
(Reading Level 1-6)

- Recognizes some high-frequency words
- Knows what a word is
- Knows some letters and sounds
- Knows that text goes left to right
- Is establishing 1:1 correspondence

Early
(Reading Level 8-12)

- Chooses to read independently
- Expects to get meaning from print
- Reads word by word with finger or voice
- Begins to integrate strategies and cross-checking systems:
Rereads when it doesn't make sense
Self-corrects errors
Relies more on visual print cues than pictures
- Recognizes high-frequency words out of context
- Grade level fluency

Transitional
(Reading Level 14-24)

- Uses a variety of strategies before, during, and after reading
Knows what to try when uncertain
Rereads when it doesn't make sense
Self-corrects errors
Relies more on print than pictures
- Comprehends what is read
- Has a large sight word vocabulary
- Begins to read short chapter books with the support of pictures
- Grade level fluency

Extending
(Reading Level 26+)

- Integrates strategies automatically and cross-checks cueing systems
- Reads silently
- Reads chapter books for longer periods of time
- Reads informational books, but still needs support with expository text
- Reads text across the curriculum
- Grade level fluency



First Grade Report Card

Student Name _____

Teacher _____

School Year _____

School _____

INSTRUCTIONAL WRITING SEQUENCE

Pre Emergent

- Uses pictures to tell a story
- Illustrates dictated sentences
- Uses scribble writing
- Writes some letters
- Writes first name with correct letter form

Emergent

- Knows difference between letters and words
- Uses left to right directionality
- Uses 1:1 correspondence
- Begins to leave spaces between words
- Writes complete original simple sentence related to a topic

Early

- Uses temporary spelling (beginning, middle, and ending consonants)
- Begins to use sentence structure (grammar)
- Begins to use capitalization and punctuation
- Has simple beginning, middle, and end to story
- Common words are spelled correctly
- Begins to self-correct

Transitional

- Starts to develop complex beginning, middle and end to stories
- Writes in a variety of genres
- Demonstrates advanced temporary spelling: uses vowels
- Writes for a purpose and audience
- Learns editing conventions

Extending

- Has a fully developed beginning, middle, and end to stories
- Summarizes information in own words
- Writes within a variety of domains (narrative, descriptive, informational, and expository)
- Uses dictionary or spelling aids
- Uses an editing checklist
- Uses some complex sentence structures

READING FLUENCY

Fluency level is calculated by counting the words a student can read correctly per minute (words correct per minute = WCPM). Students are tested each trimester and should progress from 45 WCPM at the beginning of the year to 60 WCPM at the end of the year.

Trimester Benchmarks for Fluency Levels (WCPMs)

Grade	1 st Trimester	2 nd Trimester	3 rd Trimester
1 st	46 WCPM and above = 4 45 WCPM = 3 39-44 WCPM = 2 Non-Reader=1	56WCPM and above = 4 55 WCPM = 3 46-54 WCPM = 2 45-Below WCPM = 1	61 WCPM and above = 4 60 WCPM = 3 50-59 WCPM = 2 49-Below WCPM= 1

Turner, Shaiyen
TRACK: 2
GRADE: 01
TEACHER: Blanco