



| 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: <ul style="list-style-type: none"> 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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| | | | |
|---|--------------|---------------|----|
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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 | |
| | | | |