

**Attendance Summary:**

T1		T2		T3		Total	
Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy

**Academic Performance Level for First Grade Standards**

Name	No Grade/Not Assessed Yet	Not Yet	Approaching Benchmark	Meets Benchmark	Exceeds Benchmark
Score	NG	1	2	3	4

\*Comments: NG - Progress is not reported at this time.

**Level 1 - A "1"** indicates the student is at the earliest stage of learning for a particular benchmark. Because a Level 3 is the end-of-year expectation, students are likely to be at a Level 1 or 2 throughout the year as they continue to grow as learners.

**Level 2 - A "2"** indicates that the student's performance varies in consistency in regard to accuracy, quality, and level of support. Because a Level 3 is an end-of-year expectation, students are likely to be at a Level 1 or 2 throughout the year as they continue to grow as learners.

**Level 3 - A "3"** indicates the student has proficient understanding of the benchmark. This is the goal for each student by the end of the school year.

**Level 4 - A "4"** indicates the student has advanced understanding of the skill. Typically, a student that has achieved a Level 4 will demonstrate a deeper understanding of the benchmark.

<b>FIRST GRADE PROGRESS REPORT</b>			
	Term		
	F	W	S
<b>ENGLISH LANGUAGE ARTS</b>			
<b>READING: FOUNDATIONAL SKILLS</b>			
I can read end-of-the-year grade level text accurately and fluently for purpose and understanding.			
<b>READING: LITERATURE</b>			
I can ask and answer questions about key details in a text.			
I can retell a story using the elements of literature (characters, settings, major events, and central message).			
<b>READING: INFORMATIONAL TEXT</b>			
I can identify the main topic and retell key details of a text.			
I can identify similarities and differences between two texts on the same topic.			
<b>WRITING</b>			
I can use conventions of standard English such as capitalization, punctuation, and spelling when writing.			
I can write an opinion piece in which I introduce the topic, state an opinion, supply a reason for the opinion, and include a closing sentence which restates my opinion.			
I can write an informative piece that includes a topic sentence, facts about my topic, and a concluding sentence.			
I can write a narrative that includes two or more detailed sequenced events, order words, and an ending.			

<b>FIRST GRADE PROGRESS REPORT</b>			
	Term		
	F	W	S
<b>ENGLISH LANGUAGE ARTS CONTINUED</b>			
<b>SPEAKING, VIEWING, LISTENING AND MEDIA LITERACY</b>			
I can have a conversation by following expected behaviors, listening and responding to someone else's ideas, and asking questions to learn more.			
<b>LIBRARY &amp; MEDIA</b>			
<b>DIGITAL CITIZEN</b>			
I can be safe and act responsibly when using technology.			
<b>EMPOWERED READER</b>			
I can choose books that I like and explain why I chose them.			
<b>INFORMATION SEEKER &amp; KNOWLEDGE CONSTRUCTOR</b>			
I can explore a topic by reading and/or listening to information, and recall and organize what I learned.			
<b>CREATIVE COMMUNICATOR &amp; INNOVATIVE DESIGNER</b>			
I can use technology to explore, create, share, and enrich my learning.			

<b>MATHEMATICS</b>			
<b>ALGEBRA</b>			
I can represent real-world situations involving addition and subtraction basic facts, using objects and number sentences.			
<b>NUMBER AND OPERATION</b>			
I can use place value to describe whole numbers between 10 and 100 in terms of tens and ones.			
I can read, write and represent whole numbers up to 120.			
I can count with and without objects, forward and backward from any given number up to 120.			
I can use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.			
I can compose and decompose numbers up to 12 with an emphasis on making ten.			

<b>MUSIC</b>			
<b>CREATE: EVALUATE AND REFINE</b>			
I can modify and refine my creative work with limited guidance.			
<b>PERFORM: PRESENT</b>			
I can perform music expressively.			
<b>WORK HABITS</b>			
I can make appropriate choices and follow music room expectations with limited guidance.			

FIRST GRADE PROGRESS REPORT			
	Term		
	F	W	S
<b>PHYSICAL EDUCATION</b>			
<b>LOCOMOTOR MOVEMENT</b>			
I can hop, gallop and slide using proper form and not lose my balance.			
<b>STATIONARY KICK</b>			
I can approach a ball that is sitting still and kick it using two of the five critical elements.			
<b>UNDERHAND THROW/ROLL</b>			
I can throw/roll a ball underhand with two of the five critical elements.			
<b>ENGAGEMENT AND BEHAVIOR</b>			
I can play appropriately and follow expectations without help from others.			

SCIENCE			
I can independently demonstrate clear knowledge and understanding of the concepts taught.			

SOCIAL AND EMOTIONAL DEVELOPMENT			
<b>SELF MANAGEMENT</b>			
I can demonstrate calming strategies in order to manage emotions, thoughts, impulses, and stress.			
<b>SELF AWARENESS</b>			
I can identify emotions related to different situations or events.			
<b>RESPONSIBLE DECISION MAKING</b>			
I can understand that decisions can have positive and negative effects on myself and others.			
<b>RELATIONSHIP SKILLS</b>			
I can listen to others when they are speaking.			
<b>SOCIAL AWARENESS</b>			
I can recognize that others may experience situations differently from me.			

FIRST GRADE PROGRESS REPORT			
	Term		
	F	W	S
<b>SOCIAL STUDIES</b>			
I can independently demonstrate clear knowledge and understanding of the concepts taught.			

VISUAL ART			
<b>CREATE</b>			
I can independently organize and develop artistic ideas and work.			
<b>CONNECT</b>			
I can independently integrate knowledge and/or personal experiences to create art.			
<b>REFLECT</b>			
I can independently reflect on and revise personal artworks.			

WORK HABITS			
<b>DEMONSTRATES QUALITY/PRIDE IN WORK</b>			
I can tell or show the progress and quality in my own work and be proud of my efforts.			
<b>FOLLOWS EXPECTED ROUTINES</b>			
I can remember and complete the steps of my daily routine including transitions.			
<b>LISTENS AND FOLLOWS DIRECTIONS</b>			
I can follow two to three step directions in the correct order.			
<b>STAMINA BUILDING AND TASK COMPLETION</b>			
I can start my work right away and stay focused for an expected amount of time during an activity/project even when interrupted.			