

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.

FIRST GRADE PROGRESS REPORT			
	Term		
	F	W	S
ENGLISH LANGUAGE ARTS			
READING: FOUNDATIONAL SKILLS			
I can read end-of-the-year grade level text accurately and fluently for purpose and understanding.			
READING: LITERATURE			
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).			
READING: INFORMATIONAL TEXT			
I can identify the main topic and retell key details of a text.			
I can distinguish between information provided by pictures or other illustrations and information provided by the words in a text.			
WRITING			
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.			

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

MATHEMATICS			
ALGEBRA			
I can represent real-world situations involving addition and subtraction basic facts, using objects and number sentences.			
I can create simple patterns using objects, pictures, numbers and rules.			
NUMBER AND OPERATION			
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, 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.			
GEOMETRY & MEASUREMENT			
I can measure the length of an object in terms of multiple copies of another object.			

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

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

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

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

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

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

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