

Understanding your student's Progress Report



Tips for understanding your student's progress report

An outline of what your student should know and be able to do

2018-2019



**Prepared by First Grade Teachers
Teaching and Learning Department
Research, Evaluation & Assessment Department
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TOP 10 TIPS

Understanding Your Student's Progress Report

<p>The goal of the progress report is to provide meaningful information that families can use to team with teachers to support their student's learning.</p>			
1.	<p>The progress reports are based on the Early Childhood Indicators of Progress (ECIP's) & the Minnesota Academic Standards (K-12). The standards define what all Minnesota students should know and be able to do in every subject, from Pre-Kindergarten through grade 12.</p>	6.	<p>Your child will not get a mark for every indicator each marking period. If the class does not focus on a particular benchmark during a marking period, there will be no grade on the progress report. Instead, NG (no grade) will appear in the box.</p>
2.	<p>The South Washington County School District has written progress report "Learning Targets" (I Can Statements) that represent specific skills and or knowledge students should acquire by the end of the school year. Knowing that the "Learning Targets" are end of year goals, SoWashCo has created a set of "Success Criteria" that breakdown the specific skills and or knowledge students should acquire into four levels of academic measures.</p>	7.	<p>While we hope that all students will achieve a 3 by the end of the school year, growth is our biggest priority. It represents a great accomplishment for our youngest learners to progress from a level 1 to a level 2 during the year. As teachers and parents work together over the school year, please help us to support a healthy culture of growth. Students at this age progress at different times and SoWashCo believes that a student who shows growth during the year is a reason to celebrate!</p>
3.	<p>The "Learning Targets" (I Can Statements) listed below, represent a level "3" on the "Success Criteria."</p>	8.	<p>Your child will get scores for "Work Habits and Social & Emotional Developmental" growth as well. These marks will follow the same format as the indicators of progress or "Success Criteria" (4, 3, 2, 1 or NG).</p>
4.	<p>Indicators of progress or "Success Criteria" measures are as follows:</p> <ul style="list-style-type: none"> 4 - Exceeds benchmark 3 - Meets benchmark 2 - Approaching benchmark 1 - Not Yet 	9.	<p>For the 2018-2019 school year, some of the subject areas do not have a full list of "I Can Statements." These statements will be added to the progress report in future years. The reason for this is to allow teachers, students, and families to learn to use the new grading system before full implementation in future years.</p>
5.	<p>Why have we revised the reporting process for elementary students? The new progress reports will provide greater detail for teachers and families regarding the growth of all learners in SoWashCo.</p>	10.	<p>During the year, we will gather feedback from families and teachers on the use of the progress report and it will be refined for the 2019-20 school year based on the feedback.</p>



SUCCESS CRITERIA

Indicators of Progress

Benchmarks are aligned to state standards

4 - EXCEEDS BENCHMARK

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.

3 - MEETS BENCHMARK

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.

2 - APPROACHING BENCHMARK

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.

1 - NOT YET

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 1 or 2 throughout the year as they continue to grow as learners.

NG - NO GRADE

Progress on these indicators is not reported at this time. It is either not taught yet or not assessed at this time.



What Should My Student Be Able to Do to Meet Expectations in English Language Arts?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

ENGLISH LANGUAGE ARTS	
<p>English language Arts (ELA) are all of the communication and language skills and processes people use every day to receive and send information. We receive information through listening, viewing, and reading, and we send information through writing, speaking, facial expression, body language, and auditory and visual representations. We use language to learn, to question, to share feelings, to help others, to be part of civilization. The ability to use and understand language, both spoken and written, is critical to every aspect of students’ lives. Source - Minnesota Department of Education, 2016</p>	
Reading: Foundational Skills	Reading: Literature
<ul style="list-style-type: none"> ➤ I can read end-of-the-year grade level text accurately and fluently for purpose and understanding. 	<ul style="list-style-type: none"> ➤ 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	Speaking, Viewing, Listening and Media Literacy
<ul style="list-style-type: none"> ➤ I can identify the main topic and retell key details of a text. ➤ I can identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 	<ul style="list-style-type: none"> ➤ I can have a conversation by following expected behaviors, listening and responding to someone else’s ideas, and asking questions to learn more.
Writing	
<ul style="list-style-type: none"> ➤ 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. 	



Student Success Criteria

What does success look like for First Grade English Language Arts?

ENGLISH LANGUAGE ARTS				
Benchmark	1	2	3	4
Reading: Foundational Skills				
I can read end-of-the-year grade level text accurately and fluently for purpose and understanding.	I can begin to read text accurately and fluently for purpose and understanding with teacher support.	I can read text accurately and fluently for purpose and understanding with teacher prompting.	I can read end-of-the-year grade level text accurately and fluently for purpose and understanding.	I can independently read a variety of texts accurately and fluently for purpose and understanding applying strategies like: <ul style="list-style-type: none"> • Predict • Connect • Infer • Analyze • Synthesize • Critique
Reading: Literature				
I can ask and answer questions about key details in a text.	I can ask and answer questions about key details in a text with teacher support.	I can ask and answer questions about key details in a text with teacher prompting.	I can ask and answer questions about key details in a text.	I can ask and answer questions by using key details in the text and share where I found my information.
I can retell a story using the elements of literature (characters, settings, major events and central message).	I can retell a story using the elements of literature (characters, settings, major events and central message) with teacher support.	I can retell a story using the elements of literature (characters, settings, major events and central message) with teacher prompting.	I can retell a story using the elements of literature (characters, settings, major events and central message).	I can retell a story using the elements of literature (characters, setting, major events and central message) and can do one of the following: <ul style="list-style-type: none"> • Predict • Connect • Infer • Analyze • Synthesize • Critique
Reading: Informational Text				
I can identify the main topic and retell key details of a text.	I can identify the main topic and retell key details of a text with teacher support.	I can identify the main topic and retell key details of a text with teacher prompting.	I can identify the main topic and retell key details of a text.	I can identify and explain in my own words the main topic while using key details from the text.
I can identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	I can identify a similarity and a difference between two texts on the same topic with teacher support.	I can identify a similarity and difference between two texts on the same topic with teacher prompting.	I can identify similarities and differences between two texts on the same topic.	I can identify similarities and differences between two texts on the same topic using evidence from the text(e.g., Illustrations, descriptions or procedures)

Benchmark	1	2	3	4
Writing				
I can use conventions of standard English such as capitalization, punctuation, and spelling when writing.	I can use conventions of standard English such as capitalization, punctuation, and spelling when writing with teacher support.	I can use conventions of standard English such as capitalization, punctuation, and spelling when writing with teacher prompting.	I can use conventions of standard English such as capitalization, punctuation, and spelling when writing.	I can use conventions of standard English such as capitalization (beginning of sentences, dates, names) ,punctuation (end punctuation and commas in a series), and spelling when writing while consistently transferring these skills into my daily 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 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 with teacher support on more than one of these elements.	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 with teacher support on one element.	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 opinion piece in which I introduce the topic, state an opinion, supply more than one detailed 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 an informative piece that includes a topic sentence, facts about my topic, and a concluding sentence with teacher support on more than one element.	I can write an informative piece that includes a topic sentence, facts about my topic, and a concluding sentence with teacher support on one of these elements.	I can write an informative piece that includes a topic sentence, facts about my topic, and a concluding sentence.	I can write an informative piece that includes a topic sentence, detailed 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.	I can write a narrative that includes two or more detailed sequenced events, order words, and an ending with teacher support on more than one element.	I can write a narrative that includes two or more detailed sequenced events, order words, and an ending with teacher support on one of these elements.	I can write a narrative that includes two or more detailed sequenced events, order words, and an ending.	I can write a narrative that includes two or more detailed sequenced events (describing actions, thoughts, and feelings), order words, and an ending.
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.	I can have a conversation by following expected behaviors, listening and responding to someone else's ideas, and asking questions to learn more with teacher support.	I can have a conversation by following expected behaviors and listening, responding to someone else's ideas, and asking questions to learn more with teacher prompting.	I can have a conversation by following expected behaviors, listening and responding to someone else's ideas, and asking questions to learn more.	I can extend a conversation by following expected behaviors, listening and responding to someone else's ideas, and asking questions to elaborate on a topic or idea.



What Should My Student Be Able to Do to Meet Expectations in Library and Media?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

LIBRARY AND MEDIA

The standards identified in the Library/Media Skills category have been identified as priority standards by the Media Specialists in the South Washington County School District. The benchmarks listed below come from a combination of the English Language Arts benchmarks and the standards from the International Society for Technology Education (ISTE).

The ISTE standards include five sets of benchmarks that work in concert to support students, educators and leaders with clear guidelines for the skills, knowledge and approaches they need to succeed in the digital age.

Digital Citizen	Information Seeker & Knowledge Constructor
<ul style="list-style-type: none"> ➤ I can be safe and act responsibly when using technology. 	<ul style="list-style-type: none"> ➤ I can explore a topic by reading and/or listening to information, and recall and organize what I learned.
Empowered Reader	Creative Communicator & Innovative Designer
<ul style="list-style-type: none"> ➤ I can choose books that I like and explain why I chose them. 	<ul style="list-style-type: none"> ➤ I can use technology to explore, create, share, and enrich my learning.



Student Success Criteria

What does success look like for First Grade Library and Media?

LIBRARY AND MEDIA				
Benchmark	1	2	3	4
Digital Citizen				
I can be safe and act responsibly when using technology.	I can be safe and act responsibly when using technology with teacher support.	I can be safe and act responsibly when using technology with teacher prompting.	I can be safe and act responsibly when using technology.	I can be safe and act responsibly when using technology and I can recognize and prevent unsafe use.
Empowered Reader				
I can choose books that I like and explain why I chose them.	I can choose books that I like and explain why I chose them with teacher support.	I can choose books that I like and explain why I chose them with teacher prompting.	I can choose books that I like and explain why I chose them.	I can choose books that I like, explain why I chose them, and then help others find their books.
Information Seeker & Knowledge Constructor				
I can explore a topic by reading and/or listening to information, and recall and organize what I learned.	I can explore a topic by reading and/or listening to information, and recall and organize what I learned with teacher support.	I can explore a topic by reading and/or listening to information, and recall and organize what I learned with teacher prompting.	I can explore a topic by reading and/or listening to information, and recall and organize what I learned.	I can explore a topic and recall and organize multiple pieces of information or give more detail.
Creative Communicator & Innovative Designer				
I can use technology to explore, create, share, and enrich my learning.	I can use technology to explore, create, share, and enrich my learning with teacher support.	I can use technology to explore, create, share, and enrich my learning with teacher prompting.	I can use technology to explore, create, share, and enrich my learning.	I can use technology to explore, create, share, and enrich my learning and explain the steps to others.



What Should My Student Be Able to Do to Meet Expectations in Mathematics?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

MATHEMATICS



The Minnesota Academic Standards in Mathematics set the expectations for achievement in mathematics for K-12 students in Minnesota. The standards are grounded in the belief that all students can and should be mathematically proficient. All students should learn important mathematical concepts, skills, and relationships with understanding. The standards and benchmarks describe a connected body of mathematical knowledge that is acquired through the processes of problem solving, reasoning and proof, communication, connections, and representation. The standards are placed at the grade level where mastery is expected with the recognition that intentional experiences at earlier grades are required to facilitate learning and mastery for other grade levels. The Minnesota Academic Standards in Mathematics are organized by grade level into four content strands: 1) Number and Operation, 2) Algebra, 3) Geometry and Measurement, and 4) Data Analysis and Probability. (At K-2 benchmarks addressing Data Analysis and Probability are incorporated in the Number and Operations benchmarks) Source - Minnesota Department of Education, 2007

Algebra	Number and Operation
<ul style="list-style-type: none"> ➤ I can represent real-world situations involving addition and subtraction basic facts, using objects and number sentences. 	<ul style="list-style-type: none"> ➤ 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.



Student Success Criteria

What does success look like for First Grade Mathematicians?

MATHEMATICS								
Benchmark	1	2	3	4				
Algebra								
Represent real-world situations involving addition and subtraction basic facts, using objects and number sentences.	I can represent real-world situations (word problems) using addition and subtraction (not to exceed quantities of 6) using objects or pictures with teacher prompting and support.	I can represent real-world situations (word problems) using addition and subtraction (not to exceed quantities of 10) using objects, pictures or number sentences with teacher prompting and support.	I can represent real-world situations involving addition and subtraction basic facts, using objects and number sentences.	I can solve real-world problems involving addition and subtraction..				
Number and Operation								
I can use place value to describe whole numbers between 10 and 100 in terms of tens and ones.	I can count an unorganized pile of objects to make groups of tens and ones. I can identify how many tens I have and how many ones I have.	I can break a given teen number apart into 1 ten and some ones.	I can use place value to describe whole numbers between 10 and 100 in terms of tens and ones..  <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px;">Tens</td> <td style="width: 20px;">Ones</td> </tr> <tr> <td style="text-align: center; font-size: 2em;">3</td> <td style="text-align: center; font-size: 2em;">2</td> </tr> </table> 36 The value of the 3 is 30	Tens	Ones	3	2	I can explain the value of a digit in any 2 digit number and write the number in expanded form. $40 + 2 = 42$ $\underline{42}$ 4 tens + 2 ones 2 tens + 22 ones 3 tens + 12 ones
Tens	Ones							
3	2							
I can read, write and represent whole numbers up to 120.	I can read and write whole numbers up to 100.	I can represent whole numbers in two ways up to 100. 	I can read, write and represent whole numbers up to 120. Representing Whole Numbers: <table border="1" style="width: 100%; text-align: left;"> <tr> <td style="width: 50%;">numerals addition subtraction pictures</td> <td style="width: 50%;">tally marks number line bundles of sticks base 10 blocks</td> </tr> </table>	numerals addition subtraction pictures	tally marks number line bundles of sticks base 10 blocks	I can represent the sum or difference of an equation in two or more ways.		
numerals addition subtraction pictures	tally marks number line bundles of sticks base 10 blocks							
Count, with and without objects, forward and backward from any given number up to 120.	I can count with and without objects forward from any number up to 120.	I can count with and without objects forward and backward from any number up to 100.	I can count with and without objects forward and backward from any number up to 120.	I can skip count forward using a combination of 2,5,10 multiples from any given number up to 120.				

Benchmark	1	2	3	4
<p>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.</p>	<p>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 with teacher prompting and support.</p>	<p>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.</p>	<p>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.</p>	<p>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 and record with number equations.</p>
<p>Compose and decompose numbers up to 12 with an emphasis on making ten.</p>	<p>I can compose and decompose numbers up to 6.</p>	<p>I can compose and decompose numbers up to 10.</p>	<p>I can compose and decompose numbers up to 12 with an emphasis on making ten.</p> <p>There are 10 pieces of fruit in your basket. Some are oranges and some are bananas. How many of each could there be? Find as many combinations as you can. Use pictures, numbers or words to show your thinking.</p>	<p>I can write and solve mathematical problems beyond by decomposing and composing numbers.</p>



What Should My Student Be Able to Do to Meet Expectations in Music?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

MUSIC	
<p>The arts were identified as a core subject and required for high school graduation by the Minnesota legislature in 2003. The legislature also established the Minnesota Academic Standards in Arts K-12.</p> <p>Music education involves the development of musical knowledge and skills as well as critical discrimination. When students are studying music, they work in the artistic processes of creating, performing and responding. Music education integrates cognitive, affective and psychomotor development. Music is recognized as a basic and unique way of knowing and also as a way of enhancing the development of other, related intelligences. The challenge for music education is to help students function more effectively in the broad world of music through interaction with a variety of music from all times and cultures.</p>	
Create: Evaluate and Refine	Perform: Present
<ul style="list-style-type: none"> ➤ I can modify and refine my creative work with limited guidance. 	<ul style="list-style-type: none"> ➤ I can perform music expressively.
Work Habits	
<ul style="list-style-type: none"> ➤ I can make appropriate choices and follow music room expectations with limited guidance 	



Student Success Criteria

What does success look like for First Grade Music?

MUSIC				
Benchmark	1	2	3	4
Create: Evaluate and Refine				
I can modify and refine my creative work with limited guidance.	I can modify and refine my creative work with substantial guidance.	I can modify and refine my creative work with guidance.	I can modify and refine my creative work with limited guidance.	I can modify and refine my creative work independently.
Perform: Present				
I can perform music with expression, technical accuracy, and interpretation.	I can perform music expressively with guidance.	I can perform music expressively with limited guidance.	I can perform music expressively.	I can consistently perform music expressively.
Work Habits				
I can make appropriate choices and follow music room expectations with limited guidance.	I can make appropriate choices and follow music room expectations with outside classroom support.	I can make appropriate choices and follow music room expectations with guidance.	I can make appropriate choices and follow music room expectations with limited guidance.	I can make appropriate choices and follow music room expectations independently.



What Should My Student Be Able to Do to Meet Expectations in Physical Education?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

PHYSICAL EDUCATION

The goal of Health Education and Physical Education programs in Minnesota is to offer students educational opportunities that promote healthy, lifelong lifestyle decisions. Working together, parents, schools, and the state of Minnesota are making a real difference in the health and well being of our students.

Minnesota has adopted the National Standards for Physical Education, which were developed by the National Association for Sport and Physical Education.

Locomotor movement	Underhand Throw/Roll
<ul style="list-style-type: none"> ➤ I can hop, gallop and slide using proper form and not lose my balance. 	<ul style="list-style-type: none"> ➤ I can throw/roll a ball underhand with two of the five critical elements. <ul style="list-style-type: none"> ❖ Face target in preparation for throwing action ❖ Arm back in preparation for action ❖ Step with opposite foot as rolling arm moves forward ❖ Release ball between knee and waist level ❖ Follow through to target
Stationary Kick	Engagement & Behavior
<ul style="list-style-type: none"> ➤ I can kick a ball that is sitting still using two of the five critical elements. <ul style="list-style-type: none"> ❖ Arms extend forward for kicking action ❖ Contact with the ball is made below center of the ball for travel in the air/ Contact is made directly behind center of ball for travel on the ground ❖ Contact the ball with shoelaces or top of foot for kicking action ❖ Trunk leans back slightly for preparation of kicking action ❖ Follow thru with kicking leg extending forward and upward toward target 	<ul style="list-style-type: none"> ➤ I can play appropriately and follow expectations without help from others.



Student Success Criteria

What does success look like for First Grade Physical Education?

PHYSICAL EDUCATION

Benchmark	1	2	3	4
Locomotor Movement				
I can hop, gallop and slide without losing my balance	I can attempt to hop, gallop and slide, but I am still learning.	I can hop, gallop and slide, but sometimes lose my balance	I can hop, gallop and slide without losing my balance.	I can hop, gallop and slide while playing game and activities and not lose my balance.
Underhand Throw/Roll				
I can throw/roll the ball underhand using two of the five critical elements.	I can throw/roll a ball underhand, but have difficulty stepping with my opposite foot.	I can throw/roll a ball underhand while stepping with my opposite foot..	I can throw/roll a ball underhand using two of the five critical elements: <ul style="list-style-type: none"> ❖ Face target in preparation for throwing action ❖ Arm back in preparation for action ❖ Step with opposite foot as rolling arm moves forward ❖ Release ball between knee and waist level ❖ Follow through to target 	I can throw/roll a ball underhand using three or more of the critical elements.
Stationary Kick				
I can approach a ball that is sitting still and kick it using two of the five critical elements.	I can stand behind a sitting ball and kick it, but I have difficulty moving up to a sitting ball to kick it.	I can approach a ball that is sitting still and sometimes I am able to make contact with it.	I can approach a ball that is sitting still and kick it using two of the five critical elements. <ul style="list-style-type: none"> ❖ Arms extend forward for kicking action ❖ Contact with the ball is made below center of the ball for travel in the air/ Contact is made directly behind center of ball for travel on the ground ❖ Contact the ball with shoelaces or top of foot for kicking action ❖ Trunk leans back slightly for preparation of kicking action ❖ Follow thru with kicking leg extending forward and upward toward target 	I can approach a ball that is sitting and kick it using three or more of the critical elements.
Engagement & Behavior				
I can play appropriately and follow expectations without help from others.	I choose not to participate or don't know expectations.	I can play in class and follow expectations with help from the teacher or others.	I can play appropriately and follow expectations without help from others.	I can help others in my class play appropriately and/or follow directions.



What Should My Student Be Able to Do to Meet Expectations in Science?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

SCIENCE

The state science education standards serve as the roadmap teachers use to drive excellence in Minnesota science education. They were developed based on sound science in order to prepare our students for higher education, jobs in a wide variety of technical and scientific fields, and to ensure our nation’s competitive performance in the international workplace. Source - Scimathmn.org, 2016

For the 2018-2019 school year, we have chosen to include an overall descriptor of achievement in the area of science. In future years, full “I Can Statements” will be added to the progress report.

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



Student Success Criteria

What does success look like for First Grade Science?

SCIENCE

Benchmark	1	2	3	4
I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can demonstrate my knowledge and understanding of the concepts <u>with teacher support.</u>	I can demonstrate my knowledge and my understanding of the concepts <u>with teacher prompting.</u>	I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can consistently demonstrate broad knowledge and understanding of the concepts taught.



What Should My Student Be Able to Do to Meet Expectations in Social AND Emotional Development?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

SOCIAL AND EMOTIONAL DEVELOPMENT

The Minnesota Department of Education, has recently published the Social Emotional Learning Competencies, Learning Goals, Benchmarks, and sample activities. The standards help us share developmentally appropriate expectations for what children should know and be able to do at certain ages. They offer common language for assessing progress and supporting children and families.

We know parents are a child’s first teacher, and that each child develops at his or her own pace; therefore, the standards are not for high-stakes assessment. Instead, they help teachers and caregivers design learning experiences and talk with parents about a child’s social and emotional progress. Source - Minnesota Department of Education, 2017.

Self Management	Responsible Decision Making
<ul style="list-style-type: none"> ➤ I can demonstrate and utilize calming strategies in order to manage emotions, thoughts, impulses, and stress. 	<ul style="list-style-type: none"> ➤ I can understand that decisions can have positive and negative effects on myself and others.
Self Awareness	Relationship Skills
<ul style="list-style-type: none"> ➤ I can identify emotions related to different situations or events. 	<ul style="list-style-type: none"> ➤ I can listen to others when they are speaking.
Social Awareness	
<ul style="list-style-type: none"> ➤ I can recognize that others may experience situations differently from me. 	



Student Success Criteria

What does success look like for First Grade Social and Emotional Development?

SOCIAL AND EMOTIONAL DEVELOPMENT				
Benchmark	1	2	3	4
Self Management				
I can demonstrate calming strategies in order to manage emotions, thoughts, impulses, and stress.	I struggle with self-regulation and using calming strategies in order to manage emotions, thoughts, impulses, and stress.	I can occasionally demonstrate calming strategies in order to manage emotions, thoughts, impulses, and stress.	I can demonstrate and utilize calming strategies in order to manage emotions, thoughts, impulses, and stress.	I can demonstrate, utilize, and articulate calming strategies in order to manage emotions, thoughts, impulses, and stress.
Self Awareness				
I can identify emotions related to different situations or events.	I struggle to identify my emotions related to different situations or events.	I can occasionally identify my emotions related to different situations or events.	I can identify emotions related to different situations or events.	I can identify, regulate and articulate my 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.	I can struggle understanding that my decisions can have positive and negative effects on myself and others.	I can occasionally understand that decisions can have positive and negative effects on myself and others.	I can understand that my decisions can have positive and negative effects on myself and others.	I can understand that my decisions can have positive and negative effects on myself and others and articulate the reason(s) why.
Relationship Skills				
I can listen to others when they are speaking.	I struggle listening to others when they are speaking.	I can listen to others when they are speaking with occasional redirection.	I can listen to others when they are speaking.	I can listen to others when they are speaking without redirection and retell what I have heard.
Social Awareness				
I can recognize that others may experience situations differently from them.	I struggle to recognize that others may experience situations differently from me.	I can recognize that others may experience situations differently from me with adult support.	I can recognize that others may experience situations differently from me.	I can recognize and articulate when others experience situations differently from me.



What Should My Student Be Able to Do to Meet Expectations?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

SOCIAL STUDIES

The standards in kindergarten through grade 3 require students to master fundamental understandings that prepare them for in-depth study of history, geography, economics, and civics and government later on. These understandings include concepts associated with familiar local environments and current times to faraway places and distant times. In addition to learning key concepts, students begin to apply essential disciplinary skills including civics skills, geospatial skills, economic reasoning and historical inquiry. Content in the early grades is balanced among the four social studies disciplines with no single discipline emphasized over another. Source - Minnesota Department of Education, 2011

For the 2018-2019 school year, we have chosen to include an overall descriptor of achievement in the area of social studies. In future years, full “I Can Statements” will be added to the progress report.

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



Student Success Criteria

What does success look like for First Grade Social Studies?

SOCIAL STUDIES

Benchmark	1	2	3	4
I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can demonstrate my knowledge and understanding of the concepts <u>with teacher support.</u>	I can demonstrate my knowledge and my understanding of the concepts <u>with teacher prompting.</u>	I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can consistently demonstrate broad knowledge and understanding of the concepts taught.



What Should My Student Be Able to Do to Meet Expectations in Art?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

VISUAL ART

The arts were identified as a core subject and required for high school graduation by the Minnesota legislature in 2003. The legislature also established the Minnesota Academic Standards in Arts K-12 and require that the arts be taught by “highly qualified” teachers.

Visual Arts education involves the development of student’s communication skills and creative aptitude when conceiving and developing new artistic ideas and sharing their creations. In addition, arts education provides many opportunities for collaboration and critical thinking via reflection and connection to the personal meaning and cultural aspects of art.

Lastly, the brain is highly influenced by the study of art as students are enhancing their sensory, attentional, emotional, cognitive, and motor capacities while exploring and understanding the art standards presented below.

Create	Connect
<ul style="list-style-type: none"> ➤ I can independently organize and develop artistic ideas and work. 	<ul style="list-style-type: none"> ➤ I can independently integrate knowledge and/or personal experiences to create art.
Reflect	
<ul style="list-style-type: none"> ➤ I can independently reflect on and revise personal artworks. 	



Student Success Criteria

What does success look like for First Grade Visual Art?

VISUAL ART				
Benchmark	1	2	3	4
Create				
I can independently organize and develop artistic ideas and work.	With significant guidance I can organize and develop artistic ideas and work.	With limited guidance I can organize and develop artistic ideas and work.	I can independently organize and develop artistic ideas and work.	I can independently organize and develop artistic ideas and work while demonstrating mastery of a technique or skill.
Connect				
I can independently integrate knowledge and/or personal experiences to create art.	With significant guidance I can integrate knowledge and/or personal experiences to create art.	With limited guidance I can integrate knowledge and/or personal experiences to create art.	I can independently integrate knowledge and/or personal experiences to create art.	I can independently and clearly integrate knowledge and/or personal experiences in an innovative or multi-faceted way to create art.
Reflect				
I can independently reflect on and revise personal artworks.	With significant guidance I can reflect on and revise personal artworks.	With limited guidance I can reflect on and revise personal artwork.	I can independently reflect on and revise personal artworks.	I can independently reflect on and thoughtfully revise personal artworks.



What Should My Student Be Able to Do to Meet Expectations?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

WORK HABITS

The work habit indicators are based on executive function skills that lead to academic and life success. Teachers will use the work habit indicators to identify students needs and growth areas that will help them perform in class. The indicators are separated from mastery of content and will provide a framework for teachers to isolate behavior from content.

Demonstrates Quality/Pride in Work	Listens and Follows Directions
<ul style="list-style-type: none"> ➤ I can tell or show the progress and quality in my own work and be proud of my efforts. 	<ul style="list-style-type: none"> ➤ I can follow directions that have two to three steps in the correct order.
Follows Expected Routines	Stamina Building and Task Completion
<ul style="list-style-type: none"> ➤ I can remember and complete the steps of my daily school routine including transitions. 	<ul style="list-style-type: none"> ➤ I can start my work right away and stay focused for an expected amount of time during an activity/project even when interrupted.



Student Success Criteria

What does success look like for First Grade Work Habits?

WORK HABITS				
Benchmark	1	2	3	4
Demonstrates Quality/Pride in Work				
I can show progress and quality in my work and be proud of my efforts.	Only with heavy teacher prompting and support can I begin to show some progress in my work and start to be proud of my efforts.	With teacher guidance or prompting, I can start to show progress in my work and start to be proud of my efforts.	I can tell or show the progress and quality in my own work and be proud of my efforts.	I can show progress and quality in my work and am proud of my efforts, and can start to set personal goals for their growth.
Follows Expected Routines				
I can remember and complete each step of my daily routine.	With frequent direct prompting and support, I can start to remember and complete some steps of my daily routine including transitions.	With occasional prompting and support, I can remember and complete most steps of my daily routine including transitions.	I can remember and complete each step of my daily routine including transitions.	I can remember and complete each step of the daily routine including transitions and help others who might not know the routine.
Listens and Follows Directions				
I can follow two to three step directions in the right order.	I can follow one or two-step oral directions with heavy teacher guidance, and need help with the order to follow the directions in.	I can follow one- to two-step, and start to follow three-step directions with teacher support (may need help with correct sequence).	I can follow two to three step directions in the correct order.	I can follow oral directions with three or more steps and help others follow through with the directions.
Stamina Building and Task Completion				
I can start my work right away and stay focused for the expected amount of time during an activity or project.	With frequent prompting and direct support, I can start my work and need redirection when interrupted in order to finish in the expected amount of time.	With occasional prompting and support, I can start my work and stay focused an expected amount of time during an activity or project even when interrupted.	I can start my work right away and stay focused for the expected amount of time during an activity or project even when interrupted.	I can start my work right away and stay focused until my work is complete during an activity or project, then choose an appropriate activity on my own, while others are completing their work.