



Student Information	
Student Name	
Student ID	
School Year	2014-2015
Grade	1
Teacher	

School Information	
School Name	
Principal	
School Phone	
School Address	

Academic Performance Key		
5	Exemplary	The student consistently demonstrates mastery of the grade level standards. With relative ease the student grasps, applies and extends processes and skills for the grade level. Above grade level standards/expectations.
4	Proficient	The student demonstrates understanding of the grade level standards and can apply concepts in a variety of contexts; meeting grade level standards/expectations.
3	Approaching Proficient	The student is beginning to, and occasionally does, meet grade level standards. The student is beginning to grasp and apply key processes and skills for their grade level, but produces work that contains errors. Is approaching achievement of grade level standards/expectations.
2	Not Yet Proficient	The student is not meeting grade level standards and is working one or more years below grade level. Limited achievement of the grade level standards/expectations.
1	Insufficient Evidence Towards Standard	Proficiency cannot be determined due to missing assignments, and/or length of time in school.
X	Not Applicable	The standard was not taught or assessed this semester. X's are given because the entire curriculum cannot be taught at once. While some learning standards will be addressed throughout the entire year, others are phased in as the school year progresses.

READING	S1	S2
Foundational Skills (Phonics, Word Recognition, Fluency)		
Print Concepts: Recognize features of a sentence (first word, capitalization, ending punctuation).		
Phonological Awareness: distinguish long from short vowel sounds; break words into beginning, middle, and ending sound segments.		
Phonics and Word Recognition: Decode two syllable words; identify word endings (-s, -ed, -ing); decode final -e and vowel teams (e.g., /ea/, /ai/, /ou/); identify diagraphs (e.g., sh, ph, th).		
Fluency: Read grade level text fluently and demonstrate comprehension with meaningful voice, timing, and expression; reread with corrections when necessary.		
Literature and Informational Text		
Key Ideas and Details: Ask and answer questions about text; retell key details of a text; determine central message or lesson in a story; identify main topic.		
Craft and Structure: Explain the difference between books that tell stories and books that give information; ask and answer questions to determine the meaning of words and phrases in a text.		
Integration of Knowledge and Ideas: Use details to describe characters, setting, or events; identify the reasons an author gives to support points in a text; compare/contrast two texts.		
Range of Reading and Level of Text Complexity: Read grade level prose, poetry, books, and informational text and ask for help when needed.		

WRITING	S1	S2
Text Types and Purposes		
Ideas and Content: Write opinion, informative/explanatory, and narrative pieces with a topic, reasons, facts or details, and a conclusion.		
Organization: Write narratives with events placed in the correct order, including words to show event order (e.g., before, during, after), and provide a sense of closure.		
Production and Distribution of Writing		
Focus on a topic, respond to questions and suggestions from teachers and peers, and add details to strengthen writing when needed.		

Student:	Teacher:
-----------------	-----------------

WRITING (continued)	S1	S2
Research to Build and Present Knowledge		
Define research and explain how research is from other types of writing; research a topic with others; work with others to write about a research topic.		

LANGUAGE	S1	S2
Conventions of Standard English - Writing or Speaking		
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (e.g., use of nouns, verbs, adjectives, pronouns, prepositions, conjunctions, etc.).		
Produce complete, simple, and compound sentences that makes a statement, asks a question, makes a command/request, or makes an explanation.		
Demonstrate command of capitalization, punctuation, and spelling when writing (e.g., capitalize dates and names of people, spell new words phonetically and use known spelling rules, etc.).		
Vocabulary Acquisition and Use		
Determine the meaning of unknown and multiple meaning words and phrases by using context clues, prefixes and suffixes, and root words.		
Use new words and phrases when speaking and writing.		

SPEAKING AND LISTENING	S1	S2
Participate in small and large group conversations, follow agreed upon rules for discussion, build on others' ideas, and ask questions to clear up confusion.		
Use details to describe people, places, things, and events.		
Express ideas and feelings clearly.		

MATHEMATICS	S1	S2
Operations and Algebraic Thinking		
Model and solve addition and subtraction word problems using objects, drawings, and equations with unknown numbers in different positions. OA.1&2		
Use properties of operations to add and subtract, e.g., changing the order of addends (numbers) does not change the sum (answer); understand that subtraction is the opposite of addition. OA.3&4		
Relate counting to addition and subtraction (e.g., counting all, counting on, counting back, counting up from). OA.5		
Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. OA.6		
Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., $4 + 3 = 5 + 2$). OA.7		
Determine the unknown value in an addition or subtraction equation when two out of the three numbers are given (e.g., $8 + ? = 11$). OA.8		
Number and Operations in Base Ten		
Count to 120 starting from any number less than 120, read and write any number up to 120, represent the number of objects with the written number. NBT.1		
Explain the value of each digit in a two-digit number (e.g., 23 represents 2 tens and 3 ones). NBT.2		
Determine when and explain why a two-digit number is greater than, less than, or equal to a another two digit number, record the comparison using the symbols $>$, $<$ and $=$. NBT.3		
Add within 100 using concrete models or drawings and various strategies; relate the strategy to a written method and explain the reasoning used. NBT.4		
Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. NBT.5		
Subtract a multiple of 10 from a multiple of 10 (e.g., $90 - 40$); explain the strategy used. NBT.6		
Measurement and Data		
Recognize when an object is longer or shorter than an object, organize three objects by length in order from shortest to longest, compare the lengths of two objects by using a third object. MD.1		
Use a shorter object to measure the length of a longer object, report the length of an object as the total number of shorter objects, represent the length of the larger object with a whole number. MD.2		
Tell and write time in hours and half-hours using analog and digital clocks. MD.3		
Organize, represent, and interpret data with up to three categories (groups). MD.4		

Student:	Teacher:
----------	----------

MATHEMATICS (continued)	S1	S2
Geometry		
Explain the difference between defining attributes (e.g., sides, angles, faces) and non-defining attributes (e.g., color, overall size); construct and draw a shape when given defining attributes. G.1		
Identify two-dimensional and three dimensional shapes; compose new shapes using two-dimensional and three dimensional shapes. G.2		

SCIENCE	S1	S2
Understand the concepts of units taught (Life Science, Earth Science, Physical Science). SC.1		
Use the Scientific Inquiry process to pose questions and investigate the natural world. SC.2		

SOCIAL SCIENCE	S1	S2
Understand the concepts of units taught (Civics/Government, Economics, History, and Geography). SS.1		

HEALTH	S1	S2
Understand the concepts of units taught (Healthy decisions on matters concerning personal, family and community health). HL.1		

PHYSICAL EDUCATION	S1	S2
Be actively engaged and participate. PE.1		
Demonstrate competency in motor skills and movement patterns. PE.2		

MUSIC EDUCATION	S1	S2
Sing with appropriate range and tone. M.1		
Perform on instruments with appropriate technique. M.2		
Read and perform music from notation. M.3		

APPLICATION OF LIFE SKILLS ('X' = Student Needs Improvement)	S1	S2
Work Ethic		
Shows positive attitude towards learning		
Works Independently		
Participates in group activities		
Follows directions		
Strives for quality work		
Listens attentively		
Responsibility and Integrity		
Takes responsibility for choices and actions		
Follows school routines and expectations		
Makes appropriate transitions between activities		
Organizes self, materials, and belongings		
Solves problems appropriately		
Completes classroom assignments on time		
Completes and return homework on time		
Compassion and Respect		
Demonstrates respect for adults		
Respects individual differences and rights of other students		
Respects school environment and materials		

Student:

Teacher:

ATTENDANCE	S1	S2
Days Present		
Days Absent		
Days Tardy		

TEACHER COMMENTS

Semester 1

Semester 1

SCHOOL MESSAGE