



Reporting Student Progress

First Grade



A Message to Parents/Guardians:

Libertyville School District 70 teachers of students in kindergarten-5 utilize a standards-based report card. Standards describe what a student should know and be able to do at each grade level in all subjects, and in behavioral characteristics and work habits that support learning. We refer to those as “Characteristics of Successful Learning.”

The report card is designed to give you more information with regard to how your child is progressing in meeting those standards. Identifying standards allow teachers and students to set learning goals and measure progress from the beginning of the school year to the end. The report card was also designed to provide consistency from grade to grade and across teachers within a grade.

We hope you find this handbook helpful in understanding standards-based reporting and supporting your efforts to have meaningful conversations with your child and child’s teacher regarding progress and success at school.

First Grade

First Grade Report Card

Goal of student reporting.

Student attendance information.

Performance descriptors.

Libertyville District 70

Student Information

Student Name: _____ Academic Year: 2012-2013 Grade: 1

School Information

School: _____ Address: _____ Teacher: _____

Libertyville District 70 has established grade level learning objectives based upon state and national standards. The purpose of this report card is to communicate student progress towards achieving these established learning objectives.

Report Cards Legend for Academic Standards

E (Extends): Student demonstrates application and/or understanding that extends beyond what was taught in class.
M (Meets): Student demonstrates application and understanding of the concepts and/or skills taught in class.
A (Approaching): Student demonstrates partial understanding of the concepts and/or skills taught in class.
B (Below): Student demonstrates partial understanding, with assistance, of the concepts and/or skills taught in class.
N/A (Not assessed at this time)

Attendance		T1	T2	T3
Absent		0	0	0
Tardy		0	0	0

Reading / Language Arts

Literature

Use text to compare characters, setting and the main idea; discuss the differences between fiction and non-fiction

Informational Text

Discuss a main idea with details, and use non-fiction text features

Foundational Skills

Know and use parts of a sentence, and apply phonics and word recognition skills to read with fluency

Speaking & Listening

Take turns listening, speaking and asking questions about a topic, and speak in complete sentences with detail

Writing

Write for a variety of purposes and edit own writing

Language

Apply conventions of writing, sort words and apply word patterns in writing; use multiple meaning words

Mathematics

Operations & Algebraic Thinking

Represent and solve problems using addition and subtraction

Numbers & Operations: Fractions

Not assessed in first grade

Numbers & Operations: Base Ten

Add and subtract using knowledge of place value

Measurement & Data

Measure and compare objects using length; tell time to the half-hour; sort and tally data; use graphs

Geometry

Understand and use simple shapes, and multi-dimensional figures

Science

Scientific Inquiry

Use the scientific method to describe events, observe results, collect data, use tools, and ask questions about science

Scientific Concepts

Demonstrate knowledge of concepts in physical, life and earth sciences

Connections of Life, Physical, Earth and Space Sciences

Relate science to real life

Social Science

Principles of Government

Understand democracy within a community

Economics

Understand the difference between wants and needs

History

Understand the connections between past and present

Geography

Understand local geography and basic principles of maps

Cultural Awareness

Understand how people are special in different ways

Progress toward meeting grade level standards.

First Grade

Progress toward making grade level standards.

Physical Education			
Skills Development			
Motor, manipulative, and sports skills; game concepts and rhythmic movement			
	NOV	MAR	JUN
Lifelong Wellness			
Lifelong fitness and wellness; fitness testing and daily classroom fitness			
Music			
Knowledge of Concepts			
Understand music notation, music vocabulary and qualities of expression			
	NOV	MAR	JUN
Application of Learning			
Demonstrate rhythm, melody, vocal development and recorder skills (grades 3-5)			
Art			
Knowledge of Concepts			
Identify the elements of art; identify media and tools; relates art to history, society and everyday life			
	NOV	MAR	JUN
Application of Learning			
Demonstrate knowledge of concepts through pictorial representation and classroom discussion			

Report Cards Legend for Characteristics of Successful Learners			
M (Meets): Meets grade level expectations			
G (Goal): Identified as a goal for improvement			
Characteristics of Successful Learners: Academics			
	NOV	MAR	JUN
Come to school prepared			
Demonstrate respect			
Manage emotions and behaviors			
Cooperate with others			
Follow directions			
Listen and participate			
Work independently			
Manage time			
Produce quality work			
Seek assistance when appropriate			
Apply problem-solving skills			
Display organizational skills			
Use materials appropriately			
Seek and/or accept challenges			
Characteristics of Successful Learners: Physical Education			
	NOV	MAR	JUN
Manage emotions, behaviors and demonstrate respect			
Listen, follow directions and participate			
Cooperate with others			
Come to class prepared			
Characteristics of Successful Learners: Music			
	NOV	MAR	JUN
Manage emotions, behaviors and demonstrate respect			
Listen, follow directions and participate			
Uses materials appropriately			
Characteristics of Successful Learners: Art			
	NOV	MAR	JUN
Manage emotions, behaviors and demonstrate respect			
Listen, follow directions and participate			
Use materials appropriately			
Teacher Comment			

Behaviors and work habits that support learning.

Reporting Student Progress for Academics

In Libertyville School District 70, report cards are issued three times a year. If a child is having difficulty meeting established learning standards, a progress report may also be sent home mid-trimester indicating areas in which he or she is experiencing difficulty.

The following performance descriptors are used to indicate a student's progress in meeting academic learning standards.

Extends

The student consistently demonstrates an understanding and application of skills and concepts beyond what was taught in class. The student may benefit from work that is differentiated or of greater rigor.

Meets

The student demonstrates consistent understanding and application of skills and concepts taught in class. The

student is consistently on target for meeting established grade level learning standards.

Approaching

The student partially demonstrates understanding and application of skills and concepts taught in class. The student may require more exposure or practice to fully demonstrate consistent understanding and application. A mark of approaching often occurs when a new concept or skill is introduced.

Below

The student consistently requires assistance to demonstrate understanding and/or application of skills and concepts taught in class. The student may benefit from work that is adapted or from differentiated instruction in order to demonstrate better understanding or application of skills and concepts.

Reporting Student Progress for Behaviors and Work Habits

Teachers also report on behavior and work habits that contribute to, or impact learning. These are called "Characteristics of Successful Learners". The following performance descriptors are used to indicate a student's progress in meeting these standards.

Meets

The student meets grade level expectations.

Goal for Improvement

The student is not meeting grade level expectations and this behavior or work habit has been identified as a goal.

First Grade

Discussing Student Progress

Some parents, having grown up with letter grades, may at first struggle with discussing academic progress and a standards-based report card with their child. It is helpful to understand that teachers routinely discuss learning standards with students in the classroom and may refer to those standards as “I can” statements. When teaching a lesson or introducing an activity, teachers will identify the targeted standard (i.e. “Our goal for this unit is to add double-digit numbers so by the end, you should be able to say, I can add double-digit numbers.”)

When prompted, students should be able to discuss with their parent(s), what their learning goals for the day were, goals or standards they have

met, and goals or standards they are working to meet. They should also be able to discuss what they need to do in order to be able to meet a goal (i.e. pay attention to the end marks of sentences to read more fluently).

When a skill or concept is first introduced, it is common that a student may not be able to fully demonstrate understanding or apply that knowledge. It is not unacceptable or unexpected for a student to receive a mark of “Approaching” on work based upon newly introduced skills or concepts. While that is part of the learning process, the goal over time, is for that student to “Meet” that grade-level learning standard.

Parent-Teacher Conferences

Parent-teacher conferences are just one way to develop a strong school-home relationship. Parent-teacher conferences are held mid-way through the first trimester, typically in October, and again mid-way through the second trimester, typically in February. Parent-teacher conferences are a wonderful opportunity to discuss your child’s progress and learn more about your child’s school experience. During this

time, the teacher will share examples of your child’s work, discuss his or her progress in meeting standards or learning goals, and answer any questions you might have. The teacher also will suggest ways to support your child at home. Don’t hesitate to contact your child’s teacher if you have specific topics you would like to discuss during a conference.

Subject Area Standards

The following pages contain skills and concepts within learning standards that students should know and be able to do by the end of first grade. The learning standards are aligned with the Illinois Learning Standards and the Common Core Standards for English/language arts and mathematics.

Reading/Language Arts Learning Standards

Literature

Retell a story including naming the characters, the setting and the main idea.

Tell the difference between fiction and non-fiction.

Compare and contrast characters in a story.

Informational Text

Talk about the main idea.

Use parts of the book to help me understand (heading, glossary, table of contents).

Find important information in the book using pictures and words.

Foundational Skills

Use capital letters in sentences.

Use punctuation at the end of sentences.

Use what I know about letter sounds to read new words.

Use what I know about short and long vowels to read words.

Read and understand 1st grade books.

Read out loud the way I talk

Writing

Write a persuasive piece that: states my opinion, has reasons to support my opinion, uses transitions and has a concluding sentence.

First Grade

Write an expository writing piece with a topic sentence, facts that develop points and a concluding sentence.

Write a narrative writing piece that includes details that describe actions, feelings, time order words and a concluding sentence.

Edit and revise my writing piece, with guidance.

Gather information from various sources to answer questions.

Speaking and Listening

Take turns when I am talking and listening.

Use complete sentences when I talk.

Language

Use upper and lower case letters.

Use nouns and verbs that agree.

Use proper nouns.

Use ending punctuation.

Tell what a question mark is and where it goes in a sentence.

Spell using the sounds I hear in a word.

Sort objects into categories (e.g. shapes, foods).

Recognize opposites.

Act out action words.

Repeat and use new words I learn.

Mathematics Learning Standards

Operations & Algebraic Thinking

Use tools to solve word problems with two numbers.

Use tools to solve word problems using more than two numbers.

First Grade

Add and subtract fact families.

Use addition to solve subtraction problems.

Use counting to solve addition and subtraction problems.

Use my skills to add and subtract within 20.

Explain the meaning of the equal sign.

Find the missing number in a number sentence, using addition and/or subtraction.

Numbers & Operations: Fractions

Does not start until second grade.

Numbers & Operations: Base Ten

Count to 120 starting at any number less than 120.

Write numbers to 120.

Read numbers to 120.

Use tools to make and explain two digit numbers.

Compare two digit numbers with symbols $>$, $=$, and $<$.

Use tools to add 10s to a two-digit number.

Use tools to add numbers less than 10 to a two-digit number.

Add 10s to two-digit numbers without having to count.

Use tools to subtract by 10s.

Measurement & Data

Measure objects by length.

Compare objects by length.

Use one object to describe another object.

Tell time to the hour.

First Grade

Tell time to the half hour.

Sort and tally data.

Show data in a graph.

Ask and answer questions about data using a graph.

Geometry

Name, build, draw and describe shapes.

Draw 2-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles and quarter-circles).

Draw 3-dimensional shapes (cubes, prisms, cones, and cylinders).

Break circles and rectangles into equal parts.

Social Science Learning Standards

Principles and Government

Explain why the rules in my classroom, school & community are important.

Economics

Identify the difference between a need and a want.

History

Compare past and present.

Geography

Read a map (water, land, map key, compass rose).

Talk about where I live.

Cultural Awareness

Explain how people are special in different ways.

Science Learning Standards

Scientific Inquiry

Describe an event.

Ask questions about science.

Use tools to collect and record data.

Observe and share results.

Scientific Concepts

Identify a problem and make predictions.

Do an experiment.

Real World Connections of Life, Physical, Earth and Space Sciences

Understand living things and tell how they are the same and different.

Explain some kinds of matter, energy and force.

Explain how the world has changed over time.

Explain how things in the world work together.

Explain how science affects me.