



— A Family's Guide —

# TO STANDARDS & REPORT CARDS

— First Grade —

Adams12   
Five Star Schools

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# A Family's Guide to Standards and Report Cards

## FIRST GRADE



### Working Together

To support families in realizing the goals of the Colorado Academic Standards, this document provides an overview of the learning expectations for first grade. This guide summarizes specific grade-level standards and indicators used for determining progress within each content area in Adams 12 Five Star Schools. The district provides this information as a tool to help families support each student's learning.

### The Purpose of Standards

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure that students are successful in college, careers, and life. The standards define what students will learn in multiple content areas – emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

### The Purpose of Report Cards

Adams 12 Five Star Schools' elementary report cards provide information about each student's progress toward meeting grade-level standards across seven content areas: English Language Arts/Literacy, Mathematics, Science, Social Studies, Music, Physical Education, and Visual Arts. Additional comments from the student's teachers may also be included. A report card is sent home at the end of each semester, in January and May. Please know that the report card is designed to describe a student's overall progress toward grade-level standards and expectations. A report card should not serve as the only communication between the school and parents. The Five Star District believes in the importance of maintaining open, ongoing communication with all parents and guardians. Families are strongly encouraged to communicate with teachers throughout the school year to ensure that there is a strong bond and partnership between home and school.

# First Grade

## English Language Arts/Literacy

The bold headings below summarize the broad areas of *English Language Arts/Literacy Standards* studied in first grade.



### Reading Foundational Skills

The student demonstrates the ability to

- understand the organization and basic features of print
- understand spoken words, syllables, and sounds
- decode and/or read grade-level words
- read with sufficient accuracy and fluency to support comprehension

### Reading

The student demonstrates the ability to

- comprehend and draw evidence from literary text
- comprehend and draw evidence from informational text
- ask and answer questions about key details
- use context to determine the meaning of words and phrases
- show understanding of the central idea in the text by referring to key details

### Writing

The student demonstrates the ability to

- introduce topics and supply reasons, facts, and/or details
- with guidance and support from adults, recall information from experiences or gather information from provided sources
- provide some sense of closure

### Speaking and Listening

The student demonstrates the ability to

- collaborate effectively with others, following agreed-upon rules
- continue a conversation through multiple exchanges

### Language

The student demonstrates the ability to

- use grade-level conventions of Standard English
- use words and phrases acquired through conversations and texts

#### English Language Arts/Literacy Rubric

*The rubric below provides a general description of a student's literacy proficiency in terms of the skills specified in the grade-level standards as demonstrated through a body of evidence. NOTE: Students must be able to BOTH read and comprehend a variety of grade-level literature and informational texts AND demonstrate appropriate literacy skills for each level descriptor.*

4   ADVANCED UNDERSTANDING	3   MEETS THE STANDARD	2   APPROACHING	1   DOES NOT MEET
<b>READING</b> The student independently demonstrates the skills of reading standards with above grade-level texts. <b>OR</b> The student demonstrates the skills beyond grade-level reading standards with grade-level texts.	<b>READING</b> The student independently demonstrates the skills of reading standards with grade-level texts.	<b>READING</b> The student independently demonstrates the skills of reading standards with below grade-level texts. <b>OR</b> With support, the student demonstrates the skills of reading standards with grade-level texts.	<b>READING</b> The student demonstrates limited understanding of the skills of reading standards with below grade-level texts. <b>OR</b> With significant support, the student demonstrates limited understanding of the skills of reading standards with grade-level texts.
<b>WRITING &amp; LANGUAGE</b> The student independently demonstrates the skills beyond grade-level writing and language standards.	<b>WRITING &amp; LANGUAGE</b> The student independently demonstrates the skills of grade-level writing and language standards.	<b>WRITING &amp; LANGUAGE</b> With support, the student demonstrates the skills of grade-level writing and language standards.	<b>WRITING &amp; LANGUAGE</b> With significant support, the student demonstrates limited understanding of grade-level writing and language standards.



# First Grade Mathematics

The bold headings below summarize the broad areas of *Mathematics Content Standards* studied in first grade. Mathematics content learning at all grade levels is embedded in *Standards for Mathematical Practice* that foster student expertise in problem solving, conceptual understanding, modeling the world using mathematics, and communication of mathematical reasoning.



## Operations and Algebraic Thinking

The student will

- represent and solve problems involving addition and subtraction
- understand and apply properties of operations
- understand the relationship between addition and subtraction
- add and subtract within 20
- work with addition and subtraction equations

## Number and Operations in Base Ten

The student will

- extend the counting sequence
- understand place value
- use place value understanding and properties of operations to add and subtract

## Measurement and Data

The student will

- measure lengths indirectly and by repeating length units
- tell and write time
- represent and interpret data

## Geometry

The student will

- reason with shapes and their attributes

### Mathematics Rubric

*The rubric below provides a general description of student work with mathematics standards at four levels of proficiency. NOTE: Students must be able to BOTH demonstrate appropriate use of mathematical concepts and skills AND explain mathematical thinking for each proficiency level descriptor.*

4   ADVANCED UNDERSTANDING	3   MEETS THE STANDARD	2   APPROACHING	1   DOES NOT MEET
<p>The student uses developmentally appropriate mathematical concepts and skills to solve unusual or extended response problems with limited errors.</p> <p><b>AND</b></p> <p>The student's explanations, and reasoning are complete, logical, and detailed.</p>	<p>The student uses appropriate mathematical concepts and skills to solve familiar problems with limited errors.</p> <p><b>AND</b></p> <p>The student's explanations and reasoning are complete and logical but lack details.</p>	<p>The student appears to understand some appropriate mathematical concepts and skills but is inconsistent in finding solutions.</p> <p><b>AND</b></p> <p>The student's explanations and reasoning are incomplete or lack logical flow.</p>	<p>The student appears not to understand appropriate mathematical concepts and skills and is unsuccessful in finding solutions.</p> <p><b>AND</b></p> <p>The student's explanations are absent or do not match process/solution.</p>

# First Grade Science

The bold headings below summarize the three strands that comprise *Science Content Standards* in first grade and *Science Practices* necessary for the advancement of science in our society. Skills critical to success in science include **observing, collecting, analyzing, and interpreting evidence.**



## Life

The student demonstrates the ability to

- sort organisms based on their physical characteristics
- infer how an organism's physical characteristics help it to survive
- compare similar characteristics of parents and offspring showing how they are alike but not exactly the same

## Physical

The student demonstrates the ability to

- prove solids and liquids have unique properties
- identify the similarities and differences in groups of solids or liquids
- classify solids and liquids based on their properties and justify their choice based on evidence

## Earth

The student demonstrates the ability to

- compare and classify Earth's materials based on their properties

## Science Practices

The student demonstrates the ability to

- communicate scientific thinking orally and in writing using both words and visual representations (graphs, diagrams, pictures)
- ask questions to further understanding and determine which questions are testable
- plan and carry out scientific investigations

### Science Rubric

*The rubric below provides a general description of student work with science standards at four levels of proficiency. NOTE: Students must be able to demonstrate BOTH skills AND conceptual understanding.*

4   ADVANCED UNDERSTANDING	3   MEETS THE STANDARD	2   APPROACHING	1   DOES NOT MEET
The student consistently and independently applies standards-based skills and understanding of concepts to new or novel situations.	The student consistently and independently applies standards-based skills and understanding of concepts in familiar situations.	The student inconsistently applies standards-based skills and/or understanding of concepts in familiar situations.	The student demonstrates limited ability to apply standards-based skills and/or understanding of concepts.

# First Grade Social Studies

The bold headings below summarize the broad areas of *Social Studies Content Standards* studied in first grade. First grade social studies uses the domains of history and geography to help students explore their physical environment and culture and make comparisons to other places and cultures. Additionally, first graders use the domains of economics and civics to describe types of jobs and roles of leaders.



## History

The student demonstrates the ability to

- describe patterns and chronological order of events in the recent past
- arrange life events in chronological order
- discuss common and unique characteristics of different cultures using multiple sources of information
- identify famous Americans from the past who have shown courageous leadership
- identify and explain the meaning of American national symbols

## Geography

The student demonstrates the ability to

- explain maps and globes are different representations of Earth
- use terms related to directions
- recite personal address
- give examples of how people use and interrelate with Earth's resources

## Economics

The student demonstrates the ability to

- give examples of types of jobs
- recognize that people choose jobs
- define a short-term financial goal
- discuss sources of income needed to meet short-term financial goals

## Civics

The student demonstrates the ability to

- describe the characteristics of responsible leaders
- be both a leader and team member
- identify significant places (Statue of Liberty, Capitol, White House...)
- give examples of notable leaders of different communities

### Social Studies Rubric

*The rubric below provides a general description of student work with social studies standards at four levels of proficiency. NOTE: Students must be able to BOTH demonstrate appropriate use of social studies concepts and skills AND apply the tools of a historian, geographer, economist, and political scientist.*

4   ADVANCED UNDERSTANDING	3   MEETS THE STANDARD	2   APPROACHING	1   DOES NOT MEET
The student meets the above skills and content standards and is able to apply the information to new situations.	The student consistently and independently meets the above skills and demonstrates accurate content knowledge.	The student meets either mastery of the skill or content knowledge but not consistently or without support.	The student demonstrates limited understanding of the skills and content of the standard.

# First Grade Visual Arts

The bold headings below summarize the broad areas of *Visual Art Content Standards* studied in first grade. First grade art is an introduction to creating art that communicates ideas, feelings, and emotions. The student will also begin to understand that art tells a story. The student will discuss, make connections, and respond to their own art and the art of others.



## Observe and Learn to Comprehend

The student demonstrates the ability to

- recognize and explain that works of art express feelings
- recognize and explain that art tells the stories of people, places, and things

## Envision and Critique to Reflect

The student demonstrates the ability to

- respond to and discuss personal works of art and the art of others

## Invent and Discover to Create

The student demonstrates the ability to

- create art to communicate ideas, feelings, or emotions
- use art medias and processes in multiple ways to express ideas, feelings, and emotions

## Relate and Connect to Transfer

The student demonstrates the ability to

- understand how visual arts relate and connect experiences to self, family, and friends

### Visual Arts Rubric

*The rubric below provides a general description of student work with visual arts standards at four levels of proficiency. NOTE: The student must be able to BOTH demonstrate appropriate use of art concepts and skills AND apply the tools of an artist.*

4   ADVANCED UNDERSTANDING	3   MEETS THE STANDARD	2   APPROACHING	1   DOES NOT MEET
The student meets the above skills and content standards and is able to apply the information to new situations.	The student consistently and independently meets the above skills and demonstrates accurate content knowledge.	The student meets either mastery of the skill or content knowledge but not consistently or without support.	The student demonstrates limited understanding of the skills and content of the standard.



# First Grade Physical Education

The bold headings below summarize the broad areas of *Physical Education Standards* in first grade. In first grade, the primary goal is for students to begin to master basic locomotor and non-locomotor skills, basic health concepts and develop spatial awareness.



## Movement Competence and Understanding

The student will

- demonstrate personal space, general space, and boundaries
- travel in forward and sideways directions using a variety of locomotor and non-locomotor patterns
- manipulate objects such as balls, hoops, jump ropes, and scarves

## Physical and Personal Wellness

The student will

- identify and perform specific exercises that can be done to improve the muscular strength and endurance of various muscle groups

## Emotional and Social Wellness

The student will

- follow the rules for simple games
- identify and demonstrate the attributes of being an effective partner or group member in physical activity

## Prevention and Risk Management

The student will

- demonstrate the ability to follow verbal and nonverbal instruction

### Physical Education Rubric

*The rubric below provides a general description of student work with physical education standards at four levels of proficiency. NOTE: Students must be able to BOTH demonstrate appropriate use of physical education concepts and skills AND apply them to a healthy lifestyle.*

4   ADVANCED UNDERSTANDING	3   MEETS THE STANDARD	2   APPROACHING	1   DOES NOT MEET
The student consistently demonstrates understanding of the movement skill or concept beyond the grade-level standard.	The student consistently demonstrates understanding of the movement skill or concept within the standard.	The student inconsistently demonstrates understanding of the movement skill or concept within the standard.	The student demonstrates limited understanding of the movement skill or concept within the standard.

# First Grade Music

The bold headings below summarize the broad areas of *Music Content Standards* studied in first grade. First grade music is dedicated to beat competency, beginning singing technique, beginning rhythm, and focused listening. Note: Not all of the areas listed below will be assessed in both semesters.



## Expression - Performing

The student will be able to

- demonstrate head voice (a light, clear sound)
- demonstrate steady beat

## Creation - Composing and Improvising

The student will be able to

- create 4-beat rhythm patterns using quarter note, quarter rest, and a pair of eighth notes

## Theory - Music Literacy

The student will be able to

- demonstrate the difference between beat and rhythm
- identify and notate using quarter note, quarter rest, and a pair of eighth notes

## Aesthetic Valuation - Appreciation and Evaluation

The student will be able to

- participate appropriately in music activities that involve sharing, taking turns, and listening respectfully to the ideas of others
- create movements to music that reflect focused listening

### Music Rubric

*The rubric below provides a general description of students work with music standards at four levels of proficiency. NOTE: students must be able to BOTH demonstrate appropriate use of music concepts and skills AND apply the tools of a musician who performs, composes, and appreciatively listens.*

4   ADVANCED UNDERSTANDING	3   MEETS THE STANDARD	2   APPROACHING	1   DOES NOT MEET
The student meets the above skills and content standards and is able to apply the information to new situations.	The student meets the above skills and demonstrates accurate content knowledge consistently and independently.	The student meets the above skills and demonstrates accurate content knowledge inconsistently or only with support.	The student demonstrates limited understanding of the skills and content of the standard.









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