

Upper Perkiomen Elementary Report Card

Student
Elementary 1st
Homeroom:

Marlborough or Hereford
2023-2024
Principal:

| Academic Achievement Key | | |
|---------------------------------|-------------|--|
| S | Secure | Student has demonstrated consistent proficiency of the skill at grade level and/or is consistently exceeding grade level expectations. |
| P | Progressing | Student is working toward proficiency with steady progress. |
| B | Beginning | Student is beginning to develop the skill/understand concepts and/or requires additional support to meet expectations. |
| NE | Not Evident | Progress toward proficiency is not evident in student work |
| Not assessed this trimester | | |

CORE SUBJECTS:

| Mathematics | | | |
|---|-------|-----|-----|
| 2.1 Number and Operations | | | |
| | TRI 1 | TR2 | TR3 |
| Extend the counting sequence to read and write numerals to represent objects (2.1.1.B.1) | | | |
| Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers. (2.1.1.B.2) | | | |
| Use place-value concepts and properties of operations to add and subtract within 100 (2.1.1.B.3) | | | |
| 2.2 Algebraic Concepts | | | |
| | TRI 1 | TR2 | TR3 |
| Represent and solve problems involving addition and subtraction within 20 (2.2.1.A.1) | | | |
| Understand and apply properties of operations and the relationship between addition and subtraction (2.2.1.A.2) | | | |
| 2.3 Geometry | | | |
| | TRI 1 | TR2 | TR3 |
| Compose and distinguish between two- and three-dimensional shapes based on their attributes (2.3.1.A.1) | | | |
| Use the understanding of fractions to partition shapes into halves and quarters (2.3.1.A.2) | | | |
| 2.4 Measurement, Data, and Probability | | | |
| | TRI 1 | TR2 | TR3 |
| Order lengths and measure them both indirectly and by repeating length units (2.4.1.A.1) | | | |
| Tell and write time to the nearest half hour using both analog and digital clocks (2.4.1.A.2) | | | |
| Represent and interpret data using tables/charts (2.4.1.A.4) | | | |

| Literacy | | | |
|--|-----|-----|-----|
| 1.1 Foundational Skills | | | |
| | TR1 | TR2 | TR3 |
| B. Demonstrate understanding of the organization and basic features of print | | | |
| a. Recognize the distinguishing features of a sentence | | | |
| C. Demonstrates understanding of spoken words, syllables, and sounds (phonemes - distinct unit of sound) | | | |
| D. Knows and applies knowledge of grade-level phonics and word analysis skills when decoding words | | | |
| E. Reads with accuracy and fluency to support comprehension. | | | |
| 1.2 Reading Informational Text: Students read, understand, and respond to informational text—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. | | | |
| | TR1 | TR2 | TR3 |
| Key Ideas and Details | | | |
| Identify the main idea and retell key details of text. (1.2.1.A) | | | |
| Ask and answer questions about key details in a text. (1.2.1.B) | | | |
| Describe the connection between two individuals, events, ideas, or pieces of information in a text. (1.2.1.C) | | | |
| Craft and Structure | | | |
| Use various text features and search tools to locate key facts or information in a text. (1.2.1.E) | | | |
| Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (1.2.1.F) | | | |
| Integration of Knowledge and Ideas | | | |
| Use the illustrations and details in a text to describe its key ideas. (1.2.1.G) | | | |
| Identify the reasons an author gives to support points in a text. (1.2.1.H) | | | |
| Identify basic similarities and differences between two texts on the same topic (1.2.1.I) | | | |
| Range of Reading | | | |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. (1.2.1.L) | | | |
| 1.3 Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. | | | |
| Key Ideas and Details | | | |
| Retell stories, including key details, and demonstrate understanding of their central message or lesson. (1.3.1.A)* | | | |
| Ask and answer questions about key details in text. (1.3.1.B) | | | |
| Describe characters, settings, and major events in a story, using key details. (1.3.1.C) | | | |
| Craft and Structure | | | |
| Identify who is telling the story at various points in a text. (1.3.1.D) | | | |
| Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.(1.3.1.E) | | | |
| Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (1.3.1.F) | | | |
| Integration of Knowledge and Ideas | | | |
| Use illustrations and details in a story to describe characters, setting, or events. (1.3.1.G) | | | |
| Compare and contrast the adventures and experiences of characters in stories. (1.3.1.H)* | | | |
| Range of Reading | | | |
| Read and comprehend literature on grade level, reading independently and proficiently. (1.3.1.K) | | | |
| Vocabulary Acquisition and Use, 1.2 Informational Text & 1.3 Literature | | | |
| | TR1 | TR2 | TR3 |
| Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases (1.2.1.J/1.3.1.J) | | | |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. (1.2.1.K/1.3.1.I) | | | |
| 1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. | | | |
| | TR1 | TR2 | TR3 |
| Narrative (1.4.K.M/N/O/P/Q) | | | |
| Opinion (1.4.1.G/H/I/J/K/U) | | | |
| Informational (1.4.1.A/B/C/D/E/U/V) | | | |
| Demonstrates a command of grade-appropriate conventions (grammar, capitalization, punctuation, and spelling) 1.4.1.F/L/R | | | |
| With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed (1.4.1.T) | | | |
| With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.(1.4. | | | |

| 1.5 Listening and Speaking | | | |
|---|-----|-----|-----|
| | TR1 | TR2 | TR3 |
| Participate in collaborative conversations with peers and adults in small and larger groups. (1.5.1.A) | | | |
| Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (1.5.1.D) | | | |
| Demonstrate listening comprehension by asking and answering questions if something is not understood or to seek help. (1.5.1.B/C) | | | |

| Social Studies | | | |
|--|-----|-----|-----|
| | TR1 | TR2 | TR3 |
| Understands & applies social studies concepts (rules, responsibilities in the classroom, holidays, symbols, community helpers) | | | |
| Understands & applies social studies vocabulary | | | |

| Science | | | |
|--|-----|-----|-----|
| | TR1 | TR2 | TR3 |
| Engages in scientifically oriented questions | | | |
| Demonstrates knowledge of big ideas, concepts, and vocabulary in Science | | | |

ENCORE SUBJECTS:

*Students will only be scored on the encore subject they experience in each trimester.
 Gray areas indicate a student did not have the class in a given trimester.*

| | | | |
|---|-----|-----|-----|
| Health & Physical Education | | | |
| | TR1 | TR2 | TR3 |
| Demonstrates competency in a variety of motor skills and movement patterns 10.4 | | | |
| Library | | | |
| | TR1 | TR2 | TR3 |
| With assistance, select grade-level appropriate literature CC.1.3.K | | | |
| Art | | | |
| | TR1 | TR2 | TR3 |
| Demonstrates responsible use of art materials and understanding of art concepts 9.1.3H | | | |
| Music | | | |
| | TR1 | TR2 | TR3 |
| Demonstrates an understanding of musical concepts and skills when performing or responding to music. 9.1.M.K.A1 | | | |
| FLITE | | | |
| | TR1 | TR2 | TR3 |
| Recognizes design is a creative process and everyone can design solutions to problems. 3.1.K | | | |

Qualities of a learner are skill areas that will help students be successful academically, socially, and behaviorally in school daily. The key below explains each score.

| Qualities of a Learner Key | |
|-----------------------------------|---|
| 3 | Meeting Expectations. Student performance consistently meets grade level expectations and requires minimal teacher support and guidance. |
| 2 | Approaching Expectations. Student performance is approaching grade level expectations and occasionally requires teacher support and guidance. |
| 1 | Beginning Expectations. Student performance is not yet meeting grade level expectations and consistently requires teacher support and guidance. |

| Qualities of a Learner | | | |
|--|------------|------------|------------|
| | TR1 | TR2 | TR3 |
| Exhibits self-control in total school environment | | | |
| Shows respect for self and others | | | |
| Uses school property and materials appropriately | | | |
| Works well independently | | | |
| Organizes school materials and workspace | | | |
| Follows directions independently | | | |
| Follows classroom routines | | | |
| Displays engagement in learning | | | |
| Displays cooperative attitude towards adults and peers | | | |

| Attendance | TR1 | TR2 | TR3 | Total |
|-------------------|------------|------------|------------|--------------|
| Excused | 0 | 0 | 0 | 0 |
| Unexcused | 0 | 0 | 0 | 0 |
| Tardy | 0 | 0 | 0 | 0 |