



# Matanuska-Susitna Borough School District

## 1st Grade Standards-Aligned Report Card

**School Year:**

**Student:**

**ID#:**

**Teacher:**

Report card scores reflect the level of proficiency on Alaska grade-level standards your student should master by the end of the year.

Reporting Key	
<b>3 – Proficient</b>	Independently meets grade-level standards
<b>2 – Approaching Proficient</b>	Partially meets grade-level standards
<b>1 – Not Proficient</b>	Does not meet grade-level standards
<b>NM – Not Measured</b>	Not measured/evaluated at this time
<b>NE - No Evidence</b>	No evidence demonstrated by student

Attendance	Q1	Q2	Q3	Q4
Absences				
Tardies				

BEHAVIORS THAT SUPPORT LEARNING (CITIZENSHIP)	Q1	Q2	Q3	Q4
Adapts to activity change				
Attendance supports learning				
Exercises self-control				
Follows directions, routines, and expectations				
Interacts cooperatively with others				
Respects the rights and property of others				
Solves problems appropriately				
<b>MATH</b>				
Effort				
Work Completion				
<b>COUNTING AND CARDINALITY</b>				
Know ordinal names and counting flexibility (e.g., skip count by 2 and 5; use first, second, third, order numbers 1-100)				
Count a large quantity of objects by grouping into 10s and counting by 10s and 1s to find the quantity				
Compare numbers (greater than, less than or equal to; estimate groups to 20)				
<b>OPERATIONS AND ALGEBRAIC THINKING</b>				
Represent and solve problems involving addition & subtraction (e.g., word problems using numbers up to 20)				
Understand and apply properties of operations & the relationship between addition and subtraction				
Add and subtract numbers to 20				
Work with addition and subtraction equations (e.g., recognize that the equal sign can be read as "same as")				
<b>NUMBERS AND OPERATIONS IN BASE TEN</b>				
Extend the counting sequence to 120				
Understand place value (e.g, count 10 objects and bundle them into one group of ten)				
Use place value understanding and properties of operations to add and subtract (e.g., solve addition problems that have a two-digit number and a one-digit number)				
<b>MEASUREMENT AND DATA</b>				
Measure lengths indirectly and by repeating length units (e.g., measure and compare three objects using standard or non-standard units)				

<b>ENGLISH LANGUAGE ARTS</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Effort				
Work Completion				
<b>READING STANDARDS FOR LITERATURE</b>				
<b>Key Ideas and Details</b>				
Ask and answer questions about a literary text using key details from the text				
Retell stories, using key details, and demonstrate understanding of message or lesson				
<b>Organization and Structure</b>				
Explain major differences between books that tell stories and books that give information (fiction, non-fiction, and poetry), drawing on a wide range of text types				
<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>				
<b>Key Ideas and Details</b>				
With prompting and support, uses background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text				
Identify the main topic or author's purpose (e.g., to teach or tell us about ...) and retell key details of a text				
<b>Integration of Knowledge and Ideas</b>				
Use the illustrations and details in a text to describe its key ideas				
<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>				
<b>Print Concepts</b>				
Demonstrate understanding of the organization and basic features of print by distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)				
<b>Phonological Awareness</b>				
Demonstrate understanding of spoken words, syllables, and sounds (phonemes)				
Distinguish long from short vowel sounds in spoken single-syllable words				
Segment each sound (phoneme) in spoken single-syllable words				
<b>Phonics and Word Recognition</b>				
Know and apply grade-level phonics and word analysis skills in decoding words				
Decode regularly spelled one-syllable words				
Decode two-syllable words following basic patterns by breaking the words into syllables				
Recognize and read grade-appropriate irregularly spelled words				
<b>Fluency</b>				
Read with sufficient accuracy and fluency to support comprehension including reading on level text with purpose, understanding, appropriate rate, and expression				
<b>WRITING STANDARDS</b>				
Effort				
Work Completion				
<b>Text Types and Purposes</b>				
Write opinion pieces in which they introduce the topic, state an opinion, supply a fact, reason for the opinion, and end with a sentence that restates their opinion				
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure				
Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, and use linking words to signal event order				

<b>SPEAKING AND LISTENING STANDARDS</b>				
<b><i>Presentation of Knowledge and Ideas</i></b>				
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly				
Produce complete sentences when appropriate to task and situation				
<b>LANGUAGE STANDARDS</b>				
<b><i>Conventions of Standard English</i></b>				
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking				
Print all upper and lowercase letters				
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing				
<b><i>Vocabulary Acquisition and Use</i></b>				
Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)				
Define words by category and by one or more key attributes (e.g., a duck is a bird that swims)				
<b>SCIENCE</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Effort				
Work Completion				
Physical Science: Waves, Light and Sound				
Life Skills: Plants and Animals				
Space Systems: Patterns and Cycles				
<b>SOCIAL STUDIES</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Effort				
Work Completion				
Understanding of concepts including Government, Geography, and History				
<b>HEALTH</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Understanding of concepts				
<b>PHYSICAL EDUCATION</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Behaviors that support learning				
Fitness development				
Motor skill development				
<b>MUSIC</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Behaviors that support learning				
Standards of the music curriculum				
Effort				
<b>TECHNOLOGY LITERACY</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Digital citizenship				
Technology skills				



# Matanuska-Susitna Borough School District

## 1st Grade Standards-Aligned Report Card

Student:

ID#:

Teacher:

For more specific information, please refer to the Alaska State Standards available at:  
<https://education.alaska.gov/akstandards/standards>

### Teacher Comments

#### Quarter 1

#### Quarter 2

#### Quarter 3

#### Quarter 4