

# Grade 1 Report Card Guide

Columbia Heights Public Schools uses a standards-based reporting system. This guide provides information about **what** standards-based reporting is, **why** CHPS uses standards-based reporting, and **how** to read your student's report card.

## What is standards-based reporting?

The state of Minnesota has identified standards for all subject areas. These standards identify what students should know and be able to do. Districts are required to implement these standards to ensure all students have access to high-quality content and instruction. In a standards-based reporting system, students' academic performance is measured relative to grade level standards.

## Why standards-based reporting?

A standards-based reporting system provides:

- Clear targets for students and families that explain what is expected of students by the end of the year
- A more thorough explanation of the skills and concepts needed in order for students to meet each standard
- Information about students' current academic progress in relation to where they need to be by the end of the year
- Objective grading criteria for all students; students are scored based on the level at which they show proficiency of the standard, not how they perform relative to other students
- A focus on evidence of learning

Columbia Heights Public Schools values families as partners. We commit to providing families with timely, accurate, and useful information about student progress.

Please do not hesitate to reach out with any questions you have about your student's report card.

## How do I read my student's report card?

To represent the different levels of performance your student will demonstrate during the learning process, you will see the numbers 1, 2, 3 and 4. The expectation is that students will achieve a 3 (Meets Grade Level Standard) **by the end of the year**. In standards-based reporting, 1s and 2s are expected and progress is celebrated!

1	2	3	4
<p><b>Does Not Meet Grade Level Standard</b></p> <p>Anything less than criteria for "In progress."</p>	<p><b>In Progress Toward Grade Level Standard</b></p> <p>Student knows, understands, and applies the concepts, skills, and processes the grade level standard requires with <b>guidance and support</b>.</p>	<p><b>Meets Grade Level Standard</b></p> <p>Student knows, understands, and applies the concepts, skills, and processes the grade level standard requires <b>independently</b>.</p> <p><b>End of Year Goal</b></p>	<p><b>Above Grade Level Standard</b></p> <p>Student knows, understands, and applies the concepts, skills, and processes the grade level standard requires <b>independently</b>, in addition to the benchmarks in the <b>next grade level</b>.</p>

## Social Skills

Elementary students in Columbia Heights Public Schools learn social skills through the acronym CARES. The following social skills categories are marked on report cards:

Cooperation	Shows cooperation
Assertion	Shows assertion in appropriate ways
Responsibility	Takes responsibility for actions and work
Empathy	Shows empathy
Self-Control	Demonstrates self-control

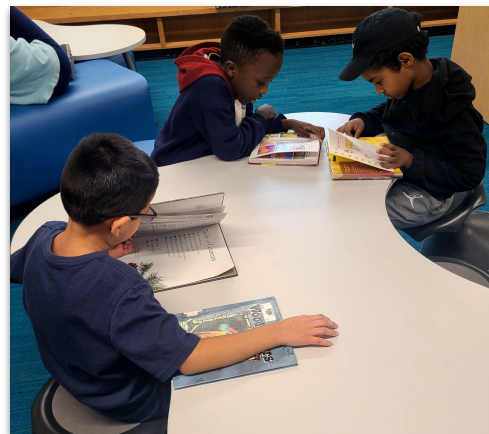


## Language Arts

The Language Arts portion of the report card is divided into three categories: Reading; Writing; and Listening, Speaking, Viewing & Exchanging Ideas. Each section identifies the Minnesota English Language Arts (ELA) anchor standards for the grade level. Each anchor standard is the same for all grade levels K–12, with benchmarks that are grade-level specific. Benchmarks describe the skills and concepts expected by the **end of the grade level**.

Reading Standards	To meet this grade level standard, the student can...
Recognizes the distinguishing features of a sentence in print	Recognize the distinguishing features of a sentence in print (e.g., first word, capitalization, ending punctuation).
Demonstrates understanding of spoken words, syllables and sounds (phonemes)	Identify, orally produce, blend, segment and manipulate syllables in multisyllabic words and sounds in 3-4 phoneme words.
Knows and applies grade-level phonics and word analysis skills in decoding words	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the spelling-sound correspondences for the common consonant digraphs and blends.</li> <li>• Decode regularly spelled one-syllable words and two-syllable words that follow familiar syllable types, demonstrating both accuracy and automaticity.</li> <li>• Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.</li> </ul>
Reads decodable texts accurately and with automaticity	Read decodable texts (texts that include words taught in phonics lessons) accurately and with automaticity.
Reads and comprehends a variety of grade-level texts independently	<ul style="list-style-type: none"> <li>• Read independently and monitor understanding of grade-level text; self-correct as needed.</li> <li>• Select, read, and comprehend texts that address academic tasks, proficiently at grade 1 text complexity.</li> <li>• Express curiosity about a topic and choose and read texts for personal interest and enjoyment.</li> </ul>

Reading Standards, continued	To meet this grade level standard, the student can...
<p>Reads critically to understand and make meaning of themes and central ideas in fiction and non-fiction texts</p>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Identify the central idea, message, or moral of a text, with prompting as needed.</li> <li>• Identify characters and setting, in a literary text, with prompting as needed.</li> <li>• Describe the connection between two pieces of information, individuals, events, or ideas, in an informational text, independently.</li> </ul>
<p>Applies knowledge of how fiction and non-fiction texts are organized to make meaning</p>	<ul style="list-style-type: none"> <li>• Identify the beginning, middle and end of a (literary/fiction) text.</li> <li>• Identify informational text features (e.g., headings, table of contents, glossaries, digital menus, icons).</li> <li>• Identify the impact that illustrations have on content, meaning, and style of a text.</li> </ul>
<p>Analyzes how multiple factors influence the content, meaning, and style of fiction and non-fiction texts</p>	<ul style="list-style-type: none"> <li>• Identify the author of a text, and illustrator and/or source, where applicable (e.g., specific newspaper, magazine, or digital platform).</li> <li>• Identify the time period and setting of the text.</li> <li>• Identify if the text is literary or informational.</li> </ul>
<p>Examines the impact of vocabulary and word choice on content, style and meaning in fiction and non-fiction texts</p>	<ul style="list-style-type: none"> <li>• Recognize how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</li> <li>• Ask and answer questions to help determine or clarify the meaning of unfamiliar vocabulary and phrases in informational text.</li> </ul>
<p>Accesses, gathers, and assesses relevant information from a variety of sources.</p>	<ul style="list-style-type: none"> <li>• Identify two different sources of information on a topic of personal interest or academic focus (e.g., a picture book and a website or an encyclopedia and a video).</li> <li>• Examine concept of relevance of sources to task and topic, with prompting as needed.</li> </ul>



<b>Writing Standards</b>	<b>To meet this grade level standard, the student can...</b>
Applies rules of the written English language to express ideas in writing	<ul style="list-style-type: none"> <li>• Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> <li>• Print all upper and lower case letters.</li> <li>• Accurately spell words in common word families and high-frequency words; use phonetic spelling for other words.</li> <li>• Use frequently occurring nouns, verbs, and prepositions in simple sentences, authentically in writing.</li> </ul>
Writes routinely for various purposes	<ul style="list-style-type: none"> <li>• Write routinely, through a combination of writing, drawing and speaking.</li> <li>• Share personal perspective, identity, and voice, verbally, visually or in writing.</li> </ul>
Develops and strengthens writing by using a writing process	Plan, draft and revise to strengthen writing in a shared setting.
Expresses opinions, supports claims, and persuades using reasoning and evidence through writing	Write to state a personal opinion, and provide one or two reasons for the opinion.
Write to inform, explain or respond to a topic, fiction text or non-fiction text	<ul style="list-style-type: none"> <li>• Write to inform or explain, identifying a topic and stating facts about the topic.</li> <li>• Write to respond to a story.</li> </ul>
Writes narratives, poetry, and other creative texts to express ideas	<ul style="list-style-type: none"> <li>• Write to tell a story, creating details about a character and setting.</li> <li>• Include details in a written story in an order that makes sense.</li> </ul>
Asks questions and conducts research to create texts and presentations for a variety of purposes and audiences	<ul style="list-style-type: none"> <li>• Ask and answer questions to participate in shared research and writing projects.</li> <li>• Plan and conduct research from teacher- recommended sources and share findings in writing, with support and guidance.</li> </ul>
Uses and cites sources appropriately to support writing	Identify which words belong to an author and which words are the student's own.



<b>Listening, Speaking, Viewing and Exchanging Ideas Standards</b>	<b>To meet this grade level standard, the student can...</b>
<p>Exchanges ideas in discussion and collaboration as a listener, speaker, and participant</p>	<ul style="list-style-type: none"> <li>• Help create and follow agreed-upon norms for a discussion, (e.g., speaker, listener, participation, questioning), respectful of culture.</li> <li>• Participate as speaker and listener, responding to and building on the comments and ideas of others.</li> <li>• Express one's own ideas, stories and experiences.</li> <li>• Make a contribution toward a shared goal, in collaboration with others.</li> <li>• Follow sequence of a story or discussion, or steps in a process.</li> <li>• Ask questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> </ul>
<p>Uses spoken language to communicate ideas effectively with others, considering audience and context</p>	<p>Demonstrate understanding of intonation and phrasing in spoken language.</p>
<p>Creates written, oral, and digital content that communicates knowledge and ideas in a variety of presentation styles.</p>	<ul style="list-style-type: none"> <li>• Create written, oral and digital content that communicates knowledge and ideas in a variety of presentation styles.</li> <li>• Create and share work using a teacher-selected digital tool, articulating the advantages and limitations of the tool, related to task, purpose and audience, considering digital footprint.</li> </ul>



## Math

The Math section of the report card identifies priority standards for that grade level. These standards do not represent all of the standards that will be taught and assessed throughout the year, but rather essential standards for students to become proficient in before the next grade level.

<b>Math Standards</b>	<b>To meet this grade level standard, the student can...</b>
Counts forward up to 120	Count forward from any given number up to 120 with support.
Uses strategies and tools to solve addition problems	Solve addition problems up to 12 with 80% accuracy.
Uses strategies and tools to solve subtraction problems	Solve subtraction problems from 12 with 80% accuracy.
Builds numbers up to 120 using a variety of tools	Build numbers with 75% accuracy.
Identifies tens place value and ones place value in whole numbers between 10 and 100	Identify tens place value and ones place value in whole numbers between 10 and 100 with 80% accuracy.
Uses addition or subtraction to solve story problems	Solve addition or subtraction story problems with 75% accuracy.
Writes a number sentence to represent a given problem	Write a number sentence to represent a given problem with 75% accuracy.

## Science

The Science section of the report card is organized around the four strands of the Minnesota Science Standards. Each strand is the same for all grade levels K–12, with benchmarks that are grade-level specific.

<b>Science Standards</b>	<b>To meet this grade level standard, the student can...</b>
Develops relevant questions to design and conduct investigations	Ask questions based on observations during investigations with minimal support.
Records and interprets observations and data	Record and interpret observations and data with minimal support.
Uses scientific principles and the engineering process to design reasonable solutions	Use scientific principles and the engineering processes to solve problems with minimal support.
Creates and communications scientific arguments using evidence	Make an argument and support it with evidence with minimal support.

## Specialists

Students in Columbia Heights Public Schools have the opportunity to engage in Visual Arts, Music, and Physical Education classes. Specialist teachers report on priority standards from that content area.

<b>Visual Arts Standards</b>	<b>To meet this grade level standard, the student can...</b>
Uses knowledge and understanding of the elements and principles of design to create original artwork	Create artwork that demonstrates an understanding of the use of design elements and principles.
Uses knowledge and understanding of the elements and principles of design to discuss and present artwork	Present and discuss artwork using art concepts and vocabulary and describe the artistic choices that they have made independently.
Demonstrates skillful use of art materials	Make intentional choices about the use of art materials to produce work that is neat and complete, with attention to detail.

<b>Music Standards</b>	<b>To meet this grade level standard, the student can...</b>
Demonstrates moving with others and alone	Demonstrate a beat through a range of motion.
Demonstrates singing with others and alone	Sing using head voice and match pitch.
Demonstrates playing instruments with others and alone	Demonstrate a clear beat with non-pitched instruments.

<b>Physical Education Standards</b>	<b>To meet this grade level standard, the student can...</b>
Actively engages in required activities	Self-initiate participation in required activities.
Demonstrates a variety of motor skills and movement patterns	Complete grade-level appropriate motors skills and movement patterns independently and and with automaticity.
Applies rules, uses equipment appropriately, and works cooperatively with others	Know, understand, and follow rules, demonstrate respect and appropriate use of equipment, and work cooperatively with peers.
Uses feedback to improve performance	Willingly receive feedback and use feedback to improve performance.