



Dover Public School District

Grade 1 Report Card

School Year:

Student:

Teacher:

Date:

Key for Performance Levels

(The goal is for all students to reach **Level 3** proficiency by the end of the year.)

4 - Exceeds Standards	3 - Meets Standards	2 - Approaches Standards	1 - Needs Support
Extends key concepts, processes, and skills. Consistently works beyond stated grade-level benchmarks.	Consistently grasps and applies key concepts, processes, and skills. Successfully meets stated grade-level benchmarks.	Inconsistently grasps and applies key concepts, processes, and skills. Progressing toward stated benchmarks.	Not grasping key concepts, processes, and skills. Areas of concern that require support.
N/A - Not assessed this time			

ENGLISH LANGUAGE ARTS

Marking Period

Foundational Skills: Reading Language

1 2 3 4

Demonstrates mastery of print organization; understands sentence structure				
Determines syllable count in words, and understands spoken words, syllables, and sounds				
Knows and applies grade-level phonics and word analysis skills in decoding words				
Reads with sufficient accuracy and fluency to support comprehension				

Foundational Skills: Writing Language

Writes the upper and lowercase alphabets from memory				
Writes a common grapheme (letter or letter group) for each phoneme				
Segments phonemes in single syllable words, recognizing vowel organization				
Demonstrates command of encoding and spelling, including short vowels, single consonants, and blends				
Demonstrates command in the use of conventions of writing (sentence parts, capitalization, punctuation)				
Writes responses and transforms statements into questions, elaborating on subjects/predicates				
With support, develops language and conventions knowledge in writing, speaking, reading, and listening				
Uses questioning to understand unknown or multiple-meaning words in grade 1 reading and content				
With adult guidance, understands figurative language, word relationships, and nuanced word meanings				

Reading Literature Domain

Asks and answers questions about key details in a literary text				
Determines the central message and retell a sequence of events in literary texts				
Describes characters, settings, and major event(s) in a story, using key details				
Compares storybooks and informational books, discussing their organization and key features				
Identifies who is telling the story at various points in a text				
With guidance, utilizes illustrations and story details to describe characters, setting, or events				
Compares two texts on a topic, noting similarities and differences in various elements				

Reading Informational Text Domain

Asks and answer questions about key details in an informational text				
Determines the main topic and retells a series of key details in informational texts				
Contrasts storybooks and informational books, identifying text features to extract key information				
Differentiates between the information conveyed by pictures/illustrations and text				
With guidance, utilizes text features to describe key ideas and reasons given by the author to support points				
Compares two informational texts on a topic, noting similarities and differences in various elements				

Writing Domain

With prompts and support, writes opinion pieces on a topic or text				
With guidance, writes informative texts to explore a topic and convey ideas				
With guidance, crafts narrative texts comprising several sentences based on real or imagined experiences				
With guidance, generates research questions about a topic, selects sources, and gathers information				
Engages in discussion, drawing, and writing in brief but regular writing tasks				

Speaking and Listening Domain

Participates actively in various grade-level discussions (one-on-one, in groups, and teacher-led)				
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MATHEMATICS

Marking Period

Operations and Algebraic Thinking

1 2 3 4

Solves addition and subtraction word problems within 20 involving varied scenarios				
Solves word problems involving addition of three whole numbers whose sum is less than or equal to 20				
Applies properties of operations as strategies to add and subtract				
Understands the equal sign, evaluates addition/subtraction equations				
Finds the unknown in addition/subtraction equations with three whole numbers				

Student:

Teacher:

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MATHEMATICS (cont.)		Marking Period			
Numbers and Operations in Base Ten		1	2	3	4
Counts to 120, starting at any number less than 120					
Identifies and writes numerals through 120					
Understands that the two digits of a two-digit number represent amounts of tens and ones					
Compares two two-digit numbers with symbols ($>$, $=$, $<$) based on the meanings of the tens and ones digits					
Combines two-digit numbers with one-digit numbers and multiples of 10, up to a sum of 100					
Adds within 100, including adding a two-digit number and a one-digit number					
Subtract multiples of 10 (10–90) from other multiples of 10 (10–90) within the same range					
Measurement					
Orders, compares, and measures objects (using non-standard units) by length					
Tells and writes time to the hour and half-hour using analog and digital clocks					
Understands coin and bill values up to \$20, including equivalencies, such as a dime equaling two nickels					
Data Literacy					
Organizes, represents, and analyzes data with up to three categories					
Geometry					
Applies shape knowledge to compare and create 2D and 3D shapes					
Applies fraction knowledge, partitioning shapes into halves, fourths, and quarters					

SOCIAL STUDIES		Marking Period			
		1	2	3	4
Demonstrates understanding of grade-level concepts and skills					
Communicates ideas through writing, drawing, and discussion					

SCIENCE		Marking Period			
		1	2	3	4
Demonstrates understanding of grade-level concepts and skills					
Uses appropriate science process skills: observing, describing, sorting, predicting, and recording					
Asks questions and conducts science investigations to test ideas					
Communicates ideas through writing, drawing, and discussion					

BEHAVIORS THAT SUPPORT LEARNING	1	2	3	4
O-Outstanding S-Satisfactory N-Needs Improvement U-Unsatisfactory				
Shows enthusiasm for learning				
Demonstrates Effort				
Interacts well with peers and adults				
Respects others				
Stays on task				
Works independently				
Works cooperatively				

TRIMESTER COURSES				
ENRICHMENT	1	2	3	
Demonstrates understanding of skills and concepts				
Behaviors That Support Learning				
Participates in discussions and activities				
Stays on task				
Completes work/projects				

TECHNOLOGY	1	2	3	
Demonstrates understanding of skills and concepts				
Behaviors That Support Learning				
Participates in discussions and activities				
Stays on task				
Completes work/projects				

SPANISH	1	2	3	
Demonstrates understanding of skills and concepts				
Behaviors That Support Learning				
Participates in discussions and activities				
Stays on task				
Completes work/projects				

BEHAVIORS THAT SUPPORT LEARNING
O - Outstanding **S** - Satisfactory
N - Needs Improvement **U** - Unsatisfactory

ART	1	2	3	4
Demonstrates understanding of skills and concepts				
Behaviors That Support Learning				
Follows directions and classroom rules				
Participates in class activities				
Handles materials and equipment responsibly				
HEALTH	1	2	3	4
Demonstrates understanding of skills and concepts				
Behaviors That Support Learning				
Participates in discussions and activities				
Stays on task				
Completes work/projects				
PHYSICAL EDUCATION	1	2	3	4
Demonstrates understanding of skills and concepts				
Behaviors That Support Learning				
Participates in discussions and activities				
Stays on task				
Completes work/projects				
LIBRARY/MEDIA	1	2	3	4
Demonstrates understanding of skills and concepts				
Behaviors That Support Learning				
Participates in discussions and activities				
Stays on task				
Completes work/projects				
MUSIC	1	2	3	4
Demonstrates understanding of skills and concepts				
Behaviors That Support Learning				
Participates in musical activities				
Follows directions				
Respects class rules				
ESL	1	2	3	4
Behaviors That Support Learning				
Participates in discussions and activities				
ATTENDANCE	1	2	3	4
Days Absent				
Days Tardy				

Student:

Teacher:

Date:

NARRATIVE TEACHER COMMENTS

MP1 Comments:

MP2 Comments:

MP3 Comments:

MP4 Comments: