

Our Mission

In partnership with families, students, and the community, we commit to creating an innovative, inclusive, and student-centered learning environment so that all students are equipped and empowered to choose their college, workplace and career path, while becoming productive members of their community.

To the Parent or Guardian of
 Student Name
 123 Main Street
 Freeport, IL 61032

Levels of Student Achievement

4	Exceeds
3	Proficient
2	Progressing
1	Needs to Improve
X	Not Assessed at This Time

Classroom Teacher

Work Habits	Q1	Q2	Q3	Q4
I can listen to and follow directions.				
I can take care of my materials.				
I can work independently.				
I can complete tasks in a timely manner.				
I ask for help when needed.				
I exhibit eagerness and motivation as a learner.				

Social Emotional Development	Q1	Q2	Q3	Q4
I can recognize my own emotions and how those emotions impact my behavior. (1A1a)				
I can use calming down techniques to control impulsive behavior and anger. (1A1b)				
I can recognize other people's feelings and listen to identify their feelings. (2A1a)				
I can show appropriate social and classroom behavior. (2A1b, 2C1b)				
I can identify and apply problem solving steps to resolve conflicts. (2D1a, 2D1b)				
I contribute to the well-being of my class and school by making positive choices. (3B1a)				

Classroom Teacher

Reading: Literature and Informational Text	Q1	Q2	Q3	Q4
I can retell familiar stories using key details in non-fiction texts with prompting and support. (RI.1.2)				
I can describe characters, settings, and major events in a story, using key details. (RI.1.3)				
With prompting and support, I can read first grade level texts. (RI.1.10)				
I can identify the reasons an author gives to support points in a text. (RI.1.8)				

Reading: Foundational Skills	Q1	Q2	Q3	Q4
I can understand spoken words, syllables, and sounds. I can demonstrate understanding of spoken words, syllables, and sounds. (RF.1.2)				
I can apply grade level phonics and word analysis skills when decoding words. (RF.1.3)				
I can read grade level sight words. (RF.1.3g)				

Language and Writing	Q1	Q2	Q3	Q4
I can use proper grammar and language when writing and speaking. (L.1.1)				
I can use proper capitalization, punctuation, and spelling when writing. (L.1.2)				
I can write an opinion, narrative, or informational paragraph about a single topic. (W.1.1-1.3)				
I can determine the meanings of unknown words using multiple strategies. (L.1.4)				

Speaking and Listening	Q1	Q2	Q3	Q4
I can participate in collaborative conversations about first grade topics and texts. (SL.1.1)				
I can describe people, places, things, and events with details, expressing ideas and feelings clearly. (SL.1.4)				

To the Parent or Guardian of
 Student Name
 123 Main Street
 Freeport, IL 61032

Levels of Student Achievement

4	Exceeds
3	Proficient
2	Progressing
1	Needs to Improve
X	Not Assessed at This Time

Classroom Teacher

Operations and Algebraic Thinking	Q1	Q2	Q3	Q4
I can solve story problems involving addition and subtraction within 20. (1.OA.A.1)				
I can use strategies to add and subtract to 20. (1.OA.B.3)				
I can fluently add and subtract within 10. I can use strategies and related facts to solve between addition and subtraction equations. (1.OA.C.6)				
I can determine whether an equation is true or false. (1.OA.D.7)				
I can find the unknown number in addition and subtraction equations. (1.OA.B.4, 1.OA.D.8)				

Number and Operations in Base Ten	Q1	Q2	Q3	Q4
I can count, write, and represent numbers to 120. (1.NBT.A.1)				
I can understand how many tens and ones are in a 2-digit number. (1.NBT.B.2)				
I can use >, <, and = to compare 2-digit numbers. (1.NBT.B.3)				
I can add and subtract multiples of 10 to 100. (1.NBT.C.6)				

Measurement and Data	Q1	Q2	Q3	Q4
I can measure using non-standard units. (linking cubes, paper clips). (1.MD.A.1, 1.MD.A.2)				
I can tell and write time to the hour and half-hour. (1.MD.B.3)				
I can represent and interpret data (bar graphs). (1.MD.C.4)				

Geometry	Q1	Q2	Q3	Q4
I can identify and describe 2D and 3D shapes. (1.G.A.1)				
I can divide shapes into equal parts and label the fractions. (1.G.A.3)				

Classroom Teacher

Spanish	Q1	Q2	Q3	Q4
I frequently respond in complete sentences to questions.				
I can read high frequency words.				
I can write familiar high frequency words and phrases with few mistakes.				
I can follow 2-3 step directions with 1-2 prompts.				

Classroom Teacher

Art	Q1	Q2	Q3	Q4
I can engage collaboratively in exploration and imaginative play with materials. (VACr1.1.1.a)				
I can demonstrate safe and proper procedures for using materials, tools, and equipment while making art. (VACr2.2.1.a)				

Classroom Teacher

Music	Q1	Q2	Q3	Q4
I can demonstrate knowledge of musical concepts with instruments and voices. (MUPr4.1.1b)				
I can read and perform simple rhythmic and melodic patterns. (MUPr4.1.1c)				
I can demonstrate expressive qualities (tempo, dynamics, pitch, beat). (MUPr4.1.1d)				
With limited guidance, I can perform music for a specific purpose with expression. (MUPr6.1.1a)				

Classroom Teacher

Physical Education	Q1	Q2	Q3	Q4
I can demonstrate fitness in cardio respiratory endurance (jog continuously).				
I can demonstrate fitness in muscular endurance (abdominal crunches).				
I can demonstrate fitness in muscular strength (push-up hold).				
I can demonstrate fitness in flexibility (sit and reach).				

To the Parent or Guardian of
Student Name
 123 Main Street
 Freeport, IL 61032

Levels of Student Achievement

4	Exceeds
3	Proficient
2	Progressing
1	Needs to Improve
X	Not Assessed at This Time

Classroom Teacher

Science	Q1	Q2	Q3	Q4
I can show how plants and/or animals use their external parts to help them survive, grow, and meet their needs. (1-LS1-1)				
I can design and build a device that uses light or sound to communicate over a distance. (1-PS4-4)				
I use observations of the sun, moon, and stars to describe patterns that can be predicted. (1-ESS1-1)				
I can ask questions, make observations, and gather information about a scientific problem. (K-2-ETS1-1)				

Classroom Teacher

Social Studies	Q1	Q2	Q3	Q4
I can create questions to help guide inquiry about a topic with guidance from adults and/or peers. (SS.IS.1.K-2)				
I can identify and explain how rules function in various settings, inside and outside of the school. (SS.CV.2.1)				
I can construct and interpret maps and other representations to navigate a familiar place. (SS.G.1.1)				
I can explain and give examples of when choices are made that something else is given up. (SS.EC.1.1)				
I can describe individuals and groups who have shaped a significant historical change. (SS.H.2.1)				

ATTENDANCE:	1	2	3	4	Total
Absences	0.0	0.0	0.0	0.0	0.0
Tardies	0.0	0.0	0.0	0.0	0.0
Average Daily Attendance Rate					100.00 %

GENERAL COMMENTS

1st QUARTER COMMENTS:

2nd QUARTER COMMENTS:

3rd QUARTER COMMENTS:

4th QUARTER COMMENTS:

Interpreting your child's report card:

In our efforts to make grades meaningful, Freeport School District uses a standards-based reporting system that describes what we expect students to learn and be able to do. The purpose of the standards-based reporting system is to communicate where students stand in reference to specific expectations for their learning. The K-5 standards-based report cards list the English/language arts and math expectations or student learner outcomes, based on the Illinois Learning Standards.

Four (4) levels of student achievement are used to communicate student's progress in regard to specific learning standards. The four levels are as follows:

4 Exceeds -- A student consistently knows this concept and additionally shows understanding at a higher level than the grade level standard.

3 Proficient -- A student consistently shows growth, indicating a student has mastered grade level expectations.

2 Progressing -- A student shows gradual movement toward understanding the standard and may need more support and time to reach proficiency. Or, the student may have just been introduced to the concept.

1 Needs to Improve -- A student consistently displays misunderstanding of the concept or shows inconsistent results toward mastery and needs additional support and

In addition to the four (4) levels of student achievement, an "X" indicates the standard is not being assessed at this time.