

<<Student Last Name>>

<<Other ID>>

Burleson ISD First Grade Report Card 2025-2026

Student:

Teacher:

Campus:

Academic Indicators		Grading Quarters			
		1st	2nd	3rd	4th
1- Beginning: Student shows minimal understanding and does not meet expected learning yet					
2- Approaches: Student shows some understanding but needs support & practice	PE				
3- Meets: Student shows consistent understanding of grade-level standard independently.	Music				
Not Assessed Yet					
Children are unique and develop at different rates. Mastery levels may differ as the concepts/skills become more rigorous. The report card is simply one tool used to communicate your child's academic progress.	Art				
English/Language Arts		Grading Quarters			
		1st	2nd	3rd	4th
English/Language Arts Rubric					
Foundational Language Skills					
I can read grade level text with appropriate fluency. (1.4)					
I can blend sounds to form one-syllable spoken words with initial and/or final consonant blends. (1.2.A.v)					
I can segment one-syllable spoken words into individual sounds. (1.2.A.vii)					
I can use a variety of strategies to decode words in isolation and in context. (1.2.Bi-1.2.Bv)					
I can read grade level high frequency words. (1.2.B.vi)					
I can use sounds, patterns, and high frequency words to spell words in my writing. (1.2.Ci- 1.2.Civ)					
I can identify the information that different parts of a book provide. (1.2D)					
I can distinguish between long and short vowel sounds of spoken words. (1.2.Aiii)					
Comprehension					
I can generate questions about text before, during, and after reading (1.6B)					
I can make connections to personal experiences, ideas in other texts, and society with adult assistance. (1.6E)					
I can monitor my comprehension and use strategies to understand text. (1.6i)					
Response Skills					
I can write brief comments on text read or heard. (1.7B)					
I can use details from a text to explain my thinking. (1.7C)					
I can retell a text that maintains meaning. (1.7D)					
Multiple Genres					
I can describe the main character(s) and reason(s) for their actions in a story. (1.8B)					
I can describe plot elements and the setting in a story. (1.8 C)					
I can discuss the author's purpose of writing a text. (1.10A)					
Composition					
I can compose a literary text with teacher assistance. (1.12 A)					
I can use appropriate capital letters in sentences. (1.11Dviii)					
I can use appropriate punctuation in sentences (., !, ?) (1.11 Dix)					

I can use the writing process to compose a variety of texts. (1.11A-1.11E)				
I can compose an informational text. (1.12B)				
I can compose a friendly letter with teacher assistance. (1.12C)				
Math	Grading Quarters			
	1st	2nd	3rd	4th
Math Rubric				
I can solve word problems given a number sentence involving addition and subtraction within 10 (1.3F)				
I can represent word problems involving addition and subtraction up to 10 using models and number sentences (1.5D)				
I can add two or three numbers within 10 (1.5G)				
I can subtract two or three numbers within 10 (1.5G)				
I can use expanded and standard form to represent numbers to 20 (1.2C)				
I can solve word problems given a number sentence involving addition and subtraction within 20 (1.3F)				
I can represent word problems involving addition and subtraction up to 20 using models and number sentences (1.5D)				
I can add two or three numbers within 20 (1.5G)				
I can subtract two or three numbers within 20 (1.5G)				
I can use a measuring tool to measure length to the nearest whole unit (1.7D)				
I can answer questions from picture and bar-type graphs (1.8C)				
I can use expanded and standard form to represent numbers to 40 (1.2C)				
I can compare numbers up to 100 using language and symbols (<, >, or =) (1.2G)				
I can recite numbers forward (1-120) starting at any number (1.5A)				
I can recite numbers backward (120-1) starting at any number (1.5A)				
I can skip counts by two, fives, and tens to 120 (1.5B)				
I can count a collection of money using pennies, nickels, dimes, and quarters (1.4C)				
I can represent word problems involving addition and subtraction up to 100 using models and number sentences (1.5D)				
I can identify 2-D shapes (circles, triangles, rectangles, and squares as special rectangles, rhombuses, and hexagons) (1.6D)				
I can identify 3-D solids (spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms) (1.6E)				
I can identify and shows examples and non-examples of halves and fourths in geometric figures (1.6H)				
I can tell time to the hour and half hour using analog and digital clocks (1.7E)				
Science	Grading Quarters			
	1st	2nd	3rd	4th
Science Rubric				
I can identify the external structures of different animals and compare how those structures help different animals live, move, and meet basic needs for survival. (1.13A)				
I can describe the basic life cycles of animals, including a bird, a mammal, and a fish. (1.13B)				
I can describe and predict the patterns of seasons, including the order of the seasons in the year and changes in nature. (1.9A)				
I can describe the properties of different types of soils by their particle size, shape, texture, and color. (1.10A)				
I can describe how water can move rock and soil particles from one place to another. (1.10B)				

I can describe observable characteristics of weather, including hot or cold, clear or cloudy, calm or windy, and rainy or icy and explain the impact of weather on daily choices. (1.10D)				
I can describe how plants, animals, and humans use rocks, soil, and water. (1.11A)				
I can explain why water conservation is important. (1.11B)				
I can describe ways to conserve water. (1.11C)				
I can plan and conduct a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed or direction of an object's motion. (1.7B)				
I can describe applications of heat in everyday life. (1.8A)				
I can describe how some changes caused by heat may be reversed and other changes cannot be reversed. (1.8B)				
I can describe examples of dependence between living and nonliving components in terrariums or aquariums. (1.12B)				
I can identify and illustrate how living organisms depend on each other through food chains. (1.12C)				
Social Studies	Grading Quarters			
	1st	2nd	3rd	4th
<u>Social Studies Rubric</u>				
I can explain the purpose of rules and laws in the home, school, and community. (1.10A)				
I can describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day. (1.1A)				
I can identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King, Jr., who have influenced the state and nation. (1.2A)				
I can create and use simple maps such as maps of the home, classroom, school, and community. (1.4A)				
I can locate and explore the community, Texas, and the United States on maps and globes. (1.4B)				
I can identify the concepts of goods and services in the home, school, and community. (1.7A)				
Attendance	Grading Quarters			
	1st	2nd	3rd	4th
Absences				
Tardies				
Student Responsibilities	Grading Quarters			
	1st	2nd	3rd	4th
Follows directions				
Works independently, completes work, and stays on task				
Organizes themselves, their materials, and their belongings				
Makes appropriate transitions between activities				
Listens attentively without interrupting				
Respects adults, peers, and school property				
Participates appropriately in group activities				
Speaks at appropriate times				
Takes risks to attempt new tasks				
Comments - 1st Quarter				
Comments - 2nd Quarter				
Comments - 3rd Quarter				
Comments - 4th Quarter				