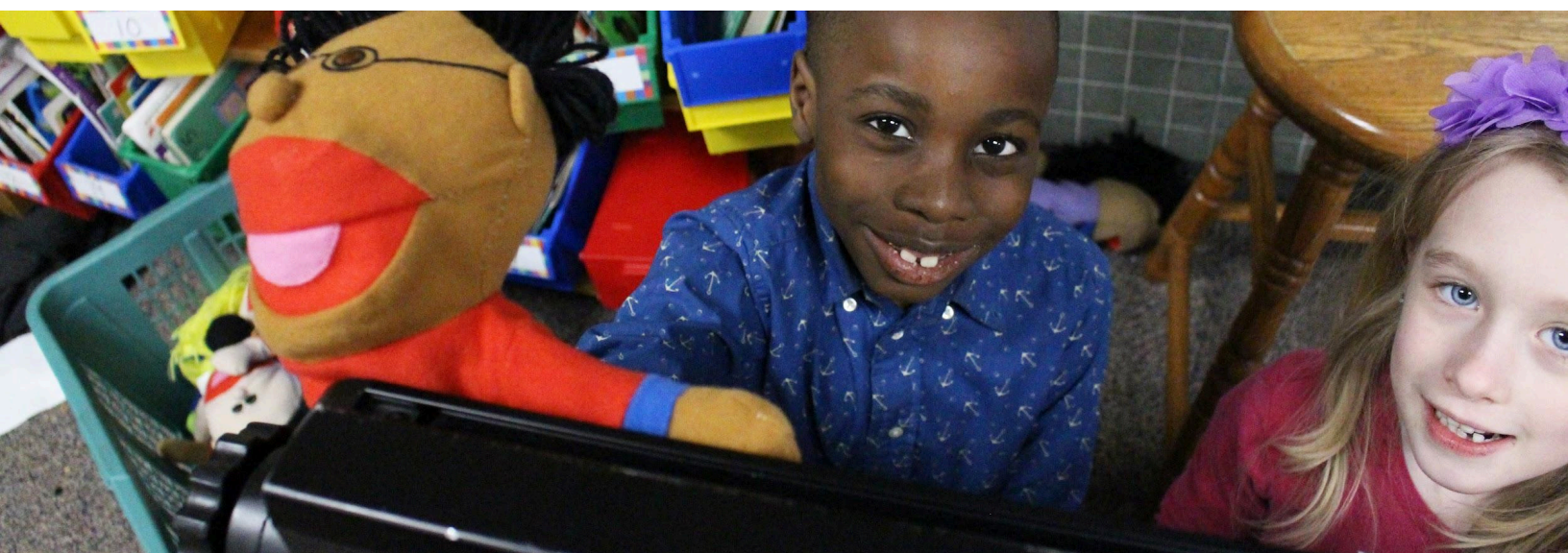


Understanding Your Grade 1 Report Card



The purpose of report cards is to give students, parents and families a clear summary of each child's individual progress towards mastery of grade level expectations, based on the Minnesota State Standards. Progress is reported in the areas of reading, writing, mathematics, art, music, PE, media literacy, and Spanish. In addition, we report overall understanding of our International Baccalaureate units of inquiry, which integrate all science and social studies content. Self-management and social skills are assessed and reported separately from academics. There is also a student self-reflection on the IB Learner Profile that goes home with each report card.

Content included in this Parent Guide

- **Top 10 Tips**
- **General Performance Scale Descriptions**
- **Overview of Academic Goals in each Subject Area**

IB Learner Profile Attributes

Thinkers
Knowledgeable
Principled
Open-minded
Balanced

Inquirers
Communicators
Caring
Risk-takers
Reflective



Top 10 Tips

Understanding your child's report card.

1. Report cards are based on the Minnesota Academic Standards. The standards define what all Minnesota students should know and be able to do in every subject, from Kindergarten to grade 12.	6. Getting an "M" is good and should be celebrated! The Minnesota Academic Standards represent a high level of learning. Meeting expectations means students are right on track.
2. Academic scores are based only on what students demonstrate they know or are able to do. Learning habits, such as effort, participation, and social skills are marked separately.	7. Your child will not get a score for every indicator each semester. If the class did not focus on a particular strand during that particular semester, the space will be left blank or indicate N/A.
3. Teachers determine scores by reviewing all student work, including observations, practice work, tests and quizzes, and long-term projects.	8. All Science and Social Studies standards are reported through the school's International Baccalaureate Units of Inquiry. These units integrate these subject areas.
4. Scores are not based on an average of the evidence collected, but are based on the most consistent level of achievement, with an emphasis on the student's most recent performance.	9. Each semester, students have multiple opportunities to develop and demonstrate the attributes of the International Baccalaureate learner profile. A student self-reflection is included with each report card.
5. Performance indicators are as follows: ● E - Exceeds standards ● M - Meets standards ● P - Partially meets standards ● N - Does not meet standards ● N/A - Not assessed	10. The goal of the report card is to provide summary information. Please talk with your child's teacher about any questions you may have.

General Rubric and Descriptions

E	The student shows understanding of important information and applies understanding or exceeds expectations beyond what has been taught.
M	The student shows understanding of important information that has been taught.
P	Independently the student shows partial understanding of important information that has been taught or is able to show understanding with help .
N	The student does not demonstrate understanding of important information that has been taught.

Language Arts

Language Arts Outcomes	
<u>Reading</u> Comprehension and Response • Ask and answer <i>who, what, and where</i> questions. • Retell key details. • Identify the main idea, message, or moral of a text with support as needed. • Identify characters and settings with support as needed. • Identify beginning, middle, and end of a text. • Identify text features. • Identify the impact illustrations have on content, meaning, and style. • Identify the author and illustrator. • Identify if a text is fact or fiction. • Recognize that words and phrases supply rhythm and meaning. • Ask and answer questions to determine the meaning of unfamiliar words and phrases. • Identify two different sources of information on a topic. Foundations of Reading • Know and apply grade level phonics word analysis skills to decode words. • Identify, count, pronounce, isolate, blend, segment and manipulate (add, delete or substitute) syllables in multi-syllabic words and 3-4 sound words. • Decode words using blends, digraphs, vowel patterns, and inflectional suffixes. • Decode two-syllable words with the six different syllable types. • Read high-frequency words, in and out of context, accurately and fluently.	<u>Writing</u> Writes to Inform • Identify a topic and state facts about the topic. • Plan and conduct research using teacher-recommended resources. • Share findings in writing with support as needed. • Identify which words belong to the author and which words are the student's own. Writes to Persuade • State personal opinion. • Use one to two supporting reasons. Writes to Express Ideas • Write to tell a story. • Create details about characters and setting. • Use logical order. Grammar, Conventions, and Spelling • Recognize features of a sentence. • Print all upper and lower case letters. • Write simple sentences. • Accurately spell using common word families. • Accurately spell grade level high-frequency words. • Use phonetic spelling within writing.
<u>Speaking and Listening</u> Exchanges ideas and communicates with others • Discuss and collaborate with peers. • Respond and build on the ideas of others. • Follow agreed-upon norms for group discussions. • Demonstrate understanding of tone and phrasing. • Create and share work.	

Mathematics

Math Outcomes

Number and Operation

- Use place value to describe whole numbers between 10 and 100 in terms of tens and ones
- Read, write and represent whole numbers up to 120
- Count forward and backward from any number up to 120
- Compare numbers from 0 to 120
- Order numbers from 0 to 120
- Skip count by 2s, 5s, 10s
- Use objects/pictures to add numbers between 0 and 12
- Use objects/pictures to subtract numbers between 0 and 12
- Put together or take apart numbers up to 12 with an emphasis on making 10
- Find 1 more and 1 less and 10 more and 10 less than a given number
- Use counting and comparing skills to create and analyze bar graphs and tally charts

Algebra

- Identify unknown number partners (3 and 4 are partners of 7, 5 and 2 are partners of 7, etc.)s
- Create simple patterns and identify possible rules to complete or extend patterns
- Determine if equations involving addition and subtraction are true
- Represent real-world situations involving addition and subtraction with models and number
- Identify missing numbers in equations

Geometry and Measurement (Semester 2)

- Recognize two and three-dimensional shapes, compose and decompose them
- Describe the characteristics of two and three-dimensional objects
- Compare and order objects according to size
- Measure the length of an object using standard and non-standard units of measure
- Tell time to the hour and half-hour
- Identify pennies, nickels and dimes and find the value of groups of coins, up to one dollar

Units of Inquiry

Curriculum in International Baccalaureate schools is organized through units of inquiry that integrate multiple subject areas. Under each unit of inquiry, your child's report card states the central idea that frames the focus of the unit. All social studies and science content are taught within six thematic units. The themes are:

Who we are

Where we are in place and time

How we express ourselves

How we organize ourselves

How the world works

Sharing the Planet

The big ideas in social studies and science are:

- Mapping skills and timelines
- Function of government
- Similarities and differences in cultures
- Explorers and their impact
- Physical and human characteristics of land
- Historical contributions

- Life cycles of animals
- Basic needs
- Finite resources and scarcity
- Resources and trade around the world
- Community responsibilities
- Citizenship

Self-Management and Social Skills

These important skills support learning in all subject areas, and are grounded in the belief that learning how to learn and how to collaborate with others are fundamental aspects of a child's education . These skills are reported separately from academic achievement to ensure accurate reporting of learning.

Self-Management Skills

- Organization skills
 - Managing time and assignments effectively
 - Set goals that are challenging and realistic
 - Keep materials and belongings organized
- States of mind
 - Use strategies to support concentration
 - Demonstrate persistence and resilience
 - Shows commitment to learning

Social Skills

- Developing positive interpersonal relationships and collaboration skills
 - Practice empathy, care and respect for others
 - Works independently and collaboratively
 - Resolve conflicts
 - Listens and follows directions
- Developing social-emotional intelligence
 - Be aware of own and others' emotions
 - Be self and socially aware

Art

Identify and experiment with the Elements of Art using many different art media • Line • Shape • Color • Space • Value • Form • Texture	Develop creative and innovative thinking Compare and contrast art from around the world Reflect on individual artwork Use and share materials in a safe and responsible way as a part of self-management and social skills
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Media Literacy

Computer Skills and Digital Citizenship • Identifies the shift, enter, space and period keys • Types sentences, including capitals, spacing, and punctuation. • Begins use of Google tools • Internet safety and media balance	Literacy Skills and Research • Completes simple research with guidance, including notetaking • Compares and contrasts texts • Identifies the steps of research
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Music

Making Music • Steady beat in groups of 2 (simple meter) and groups of 3 (compound meter) • Voice -- matching pitch, accessing head voice, melody (solfege), voice levels (whisper/speak/shout/sing) • Movement exploration (developing artfulness and expressiveness) • Play classroom instruments -- pitched and unpitched, learning appropriate playing techniques, accompany songs, demonstrate musical expression	Listening and About Music • Identify form (ex: AB, ABA, ABCBA), call & response, echo song • Listening -- using movement props and body to demonstrate high/low, loud/soft, smooth/choppy, fast/slow, etc., songtales • Songs around the world/global connections
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Spanish

Application Skills • Able to follow basic directions in Spanish • Create connections between mother tongue and Spanish language • Apply Spanish language skills in a visual and/or written method Speaking Skills • Use the Spanish vocabulary in each unit appropriately • Apply the vocabulary when speaking in the target language	Cultural Connections • Compare and contrast Spanish speaking locations to students' home environments • Make connections among latino traditions Spanish Units • School • Greetings • Colors • Numbers (1-20) • Dates • Weather and Seasons • Family
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Physical Education

Fitness Skills • FitnessGram • Cardiovascular • Muscle endurance • Flexibility Cooperation • Teamwork • Class rules and protocols • Etiquette Movement Strategies • Traveling in different pathways • Moving in slow and fast motion • Movement using different body parts	Safety and engagement • Actively participates in physical activity • Moves safely in personal space • Expresses enjoyment Motor skills • Throwing • Catching • Kicking • Striking
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