HOOD RIVER COUNTY SCHOOL DISTRICT
Excellence. Every student. Every day.

# 2025-2026 Report Card

**Grade: 1st Grade**

| Student Information | |
|---|---|
| Student Name | |
| Student ID | |
| Teacher | |
| English Language Learner | ☐ Yes<br>* Instruction with language proficiency standards |
| | ☐ No |

| School Information | |
|---|---|
| School Name | |
| Principal | |
| Phone Number | |
| School Address | |

| Attendance | Tri 1 | Tri 2 | Tri 3 | Total for Year |
|---|---|---|---|---|
| Days Enrolled | | | | |
| Days Absent | | | | |
| Days Tardy | | | | |
| Student attendance percentage | | | | |

| Legend | |
|---|---|
| 4 | The student exceeds grade level standards. |
| 3 | The student consistently meets the grade level standards. |
| 2 | The student nearly meets the grade level standards |
| 1 | Not meeting grade level standards or making minimal progress. |
| NA | Not addressed this trimester |
| NE | No evidence |

Reporting each trimester reflects the student's knowledge of content taught to that point.

| Characteristics of a Successful Learner<br>**Legend**<br>**4:** Takes ownership of the skill and applies it independently.<br>**3:** Shows the skill in most situations with minimal prompting.<br>**2:** Is developing the skill and benefits from reminders and guidance.<br>**1:** Is beginning to develop the skill and needs ongoing support. | Trimester 1 | 2 | 3 |
|---|---|---|---|
| Prepared- Comes to class organized, ready to learn, and stays on task. | | | |
| Responsible- Takes ownership of actions and follows through on work and commitments. | | | |
| Resilient- Keeps trying when things get tough and manages emotions appropriately. | | | |
| Respectful- Shows kindness, and empathy, listens to others, and follows rules and routines. | | | |
| Collaborative- Works well with peers and contributes to group tasks. | | | |
| Resourceful- Seeks help when needed and uses strategies to solve problems. | | | |

| | Trimester | | |
|---|---|---|---|
| **Reading** | **1** | **2** | **3** |
| **Foundational Skills** | | | |
| Print Concepts: The student can recognize features of a sentence (first word, capitalization, ending punctuation). | | | |
| Phonological Awareness: The student can distinguish sounds and syllables in spoken words. | | | |
| Phonics and Word Recognition: The student can know and apply grade-level phonics and word analysis skills in decoding words. | | | |
| Fluency: The student can read grade level texts with sufficient accuracy and fluency to support comprehension. | | | |
| **Comprehension in Literature and Informational Text** | | | |
| Key Ideas and Details: The student can ask and answer questions about a text, retell stories including key details of a text, and demonstrate understanding of the central message or main topic. | | | |
| Craft and Structure: The student can explain differences between books that tell stories and books that give information. | | | |
| Integration of Knowledge and Ideas: The student can compare and contrast characters in stories. | | | |
| Range of Reading and Level of Text Complexity: The student can read and comprehend grade level literary books, poetry, and information texts independently. | | | |
| *Student is progressing as expected toward English reading proficiency, based on student's current English language level | Yes /No | Yes/ No | |

| | Trimester | | |
|---|---|---|---|
| **Writing** | **1** | **2** | **3** |
| Ideas and Content: The student can write on a focused (opinion, informative/explanatory, narrative) topic providing facts or details. | | | |
| Organization: The student's writing has an introduction, sequenced ideas, and a sense of closure. | | | |
| Grammar: The student can demonstrate the command of grammar and usage when writing or speaking (e.g., use of nouns, verbs, adjectives, pronouns, prepositional phrases, conjunctions). | | | |
| Writing Conventions: The student can demonstrate the use of capitalization, punctuation and spelling when writing. | | | |
| Vocabulary: The student can acquire and use grade- appropriate new words and phrases when speaking and writing. | | | |
| *Student is progressing as expected toward English writing proficiency, based on student's current English language level | Yes /No | Yes /No | |

| | Trimester | | |
|---|---|---|---|
| **Speaking and Listening** | **1** | **2** | **3** |
| Comprehension and Collaboration: The student can participate in collaborative discussions through listening, questioning and sharing ideas. | | | |
| Presentation of Knowledge and Ideas: The student can present information to an audience using details and visuals to clarify. | | | |

| | | | |
|---|---|---|---|
| *Student is progressing as expected toward English speaking & listening proficiency, based on student's current English language level | Yes /No | Yes /No | |

| | Trimester | | |
|---|---|---|---|
| **Math** | **1** | **2** | **3** |
| **Operations and Algebraic Thinking** | | | |
| Represent and Solve Problems Involving Addition and Subtraction: The student can use various strategies for addition and subtraction to solve word problems within 20. | | | |
| Understand and Apply Properties of Operations and the Relationship between Addition And Subtraction: The student can use the properties of operations (commutative and associative) as strategies to add or subtract. | | | |
| Add and Subtract within 20: The student can add and subtract within 20; demonstrating fluency for addition and subtraction within 10. | | | |
| Work with Addition and Subtraction Equations: The student can understand the mathematical symbols to determine if addition/subtraction equations are true or false, even when there is an unknown. | | | |
| **Number and Operations in Base Ten** | | | |
| Extend the Counting Sequence: the student can count, read, and write numbers to 120. | | | |
| Understand Place Value of Two-digit Numbers: The student can understand the place values in two-digit numbers. | | | |
| Use Place Value Understanding and Properties of Operations to Add and Subtract: The student can add and subtract within 100 using multiples of 10 and explain their reasoning. | | | |
| **Measurement and Data** | | | |
| Measure lengths by Comparing and Ordering Objects: The student can compare lengths and represent the length as a whole number. | | | |
| **Geometry** | | | |
| Reason with Shapes and their Attributes: The student can describe specific attributes of shapes, compare two and three dimensional shapes, and divide circles/ rectangles into two and four equal parts. | | | |

| | Trimester | | |
|---|---|---|---|
| **Social Studies** | **1** | **2** | **3** |
| The student shows an understanding of the concepts taught. | | | |

| | Trimester | | |
|---|---|---|---|
| **Science** | **1** | **2** | **3** |
| The student shows an understanding of the concepts taught. | | | |

| | Trimester | | |
|---|---|---|---|
| **Health** | **1** | **2** | **3** |
| The student shows an understanding of the concepts taught. | | | |

| | Trimester |
|---|---|

| Art | 1 | 2 | 3 |
|---|---|---|---|
| The student demonstrates skills taught in class. | | | |

| | Trimester | | |
|---|---|---|---|
| **Music** | **1** | **2** | **3** |
| Effort and Participation | | | |
| Expectations and Procedures | | | |
| Skills | | | |

| | Trimester | | |
|---|---|---|---|
| **PE** | **1** | **2** | **3** |
| Effort and Participation | | | |
| Expectations and Procedures | | | |
| Skills | | | |

**Comments (1st Trimester):**

**Comments (2nd Trimester):**

**Comments (3rd Trimester):**