

FIRST GRADE OVERVIEW

English Language Arts

- Can ask and answer questions about key details in the text
- Can retell a story with key details and understands the topic
- Can identify story elements (characters, setting, major events) in a text
- Can identify the main topic and key details in an informational text
- Can use text features to find key facts in an informational text
- Can apply grade-level phonics and word analysis skills in decoding words
- Can read with accuracy and fluency to support comprehension
- Can write to communicate ideas and information
- Can focus on a topic and add details to strengthen writing
- Can apply grade level appropriate conventions of grammar, usage and spelling
- Can participate in discussions with a group about grade level topics and texts
- Can ask and answer questions to gather additional information or to clarify an idea
- Can speak in complete sentences to express thoughts and feelings clearly

Mathematics

- Can demonstrate fluency in addition and subtraction within 10
- Can draw, count on, use objects, or create equations to solve addition and subtraction problems
- Can add and subtract using strategies to 20
- Can use related facts to solve problems with missing values
- Can use addition and subtraction to solve word problem.
- Can read and write numbers up to 120
- Can use place value to add within 100 and identify how many 10's and 1's are in a two digit number
- Can use the symbols $>$, $<$ and $=$ to compare two 2-digit numbers
- Can find on more or one less, ten more or ten less than a number without having to count.
- Can order and measure objects by length using non-standard units (ex: cubes, paper clips, etc.)
- Can tell and write time in hours and half hours and identify coins, their names and their value
- Can compare, compose and partition geometric shapes

Elementary Standards-Based Report Card



FIRST GRADE

WHAT IS THE PURPOSE OF THE STANDARDS-BASED REPORT CARD?

The purpose of the standards based report card is to provide parents/guardians, teachers, and students with accurate information about students' progress toward meeting academic standards. The report card clearly explains skills children should know, and be able to do, by the end of each grade level. By monitoring the concrete skills and knowledge listed on the report card, we will know whether students are making progress toward mastering the skills necessary at each grade level.

WHAT ARE ACADEMIC STANDARDS?

Academic standards are a list of grade level skills that set a roadmap for curriculum and instruction. They provide a clear and consistent focus for students, parents/guardians and teachers to follow to prepare students for college and the workforce. By using the standards as a guide we can build student knowledge and skills while setting high goals for achievement and development of critical thinking skills.

Of course, high standards are not the only thing needed for student success. Having clearly defined goals helps families and teachers work together to ensure students progress. Standards assist parents and teachers in recognizing when students would benefit from extra support or when they need to be challenged.

HOW DOES THE REPORT CARD EVALUATE PROGRESS?

The report card will use four different performance codes to indicate a child's progress toward meeting the New York Common Core State Standards. The following table offers an explanation of what each academic number means and outline expectations for each level. Student progress will be given a performance level of **4, 3, 2, 1** as an indicator during each marking period. Students will be given ratings of **S** or **N** in the "Qualities of a Port Pride Learner" section.

ADDITIONAL PARENT/GUARDIAN RESOURCES

Learning does not end in the classroom. Children need help and support at home to succeed in their studies. Providing a quiet place and scheduled time for homework creates good work habits. Helpful websites are listed below.

Compass Learning: www.thelearningodyssey.com

Accelerated Reader: hosted32.renlearn.com/21867/

The Engage New York Toolkit for Parents and Families is a collection of materials and resources that will help parents and families understand the New York State education reform initiatives. We encourage parents and families to use these tools in conjunction with resources and information you receive from your child's school and teachers. These resources may be found at <http://www.engageny.org/parent-and-family-resources>.

ACADEMIC KEY

4	Student Consistently Excels in Grade Level Standards	<ul style="list-style-type: none"> Advanced independent thinker who can produce exemplary quality work Demonstrates thorough knowledge and understanding of grade level material and is able to apply and extend learned concepts independently Uses skills and prior knowledge in new and different situations Demonstrates the use of creative, high level thinking skills Communicates clearly and thoroughly using challenging oral and written language Consistently performs at grade level expectations
3	Student is Meeting Grade Level Standards	<ul style="list-style-type: none"> Applies skills and concepts with minimal support Demonstrates an understanding of grade level material Independently completes assignments after instruction Routinely produces quality work without guidance or support Communicates clearly using grade level appropriate language and vocabulary Performs at grade level expectations
2	Student is Progressing Towards Grade Level Standards	<ul style="list-style-type: none"> Requires significant support to be successful Demonstrates partial understanding of grade level material Needs to practice and review skills and concepts frequently Inconsistent performance and often requires re-teaching Attempts to express knowledge with some success Inconsistent performance of grade level expectations
1	Student is Not Meeting Grade Level Standards	<ul style="list-style-type: none"> Requires full support and has difficulty working independently Demonstrates minimal or no understanding of grade level material Needs constant reinforcement and intensive re-teaching Has difficulty retaining knowledge, skills, and concepts Has difficulty communicating through oral and written language Does not meet grade level expectations at this time
IWS		<ul style="list-style-type: none"> Insufficient Work Shown

QUALITIES OF A SUCCESSFUL PORT PRIDE LEARNER

Follows Classroom Rules and Behavior Expectations

S	Satisfactory
N	Needs Improvement