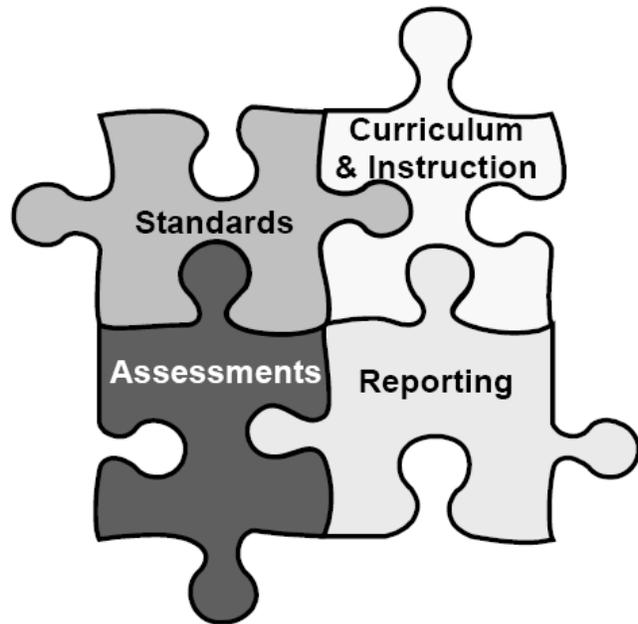


FIRST GRADE TEACHER'S GUIDE TO THE STANDARDS-BASED REPORT CARD

There are four essential components of a standards-based system:

1. The standards that describe what a student should know and be able to do at a given grade level,
2. The standards-based curriculum materials or roadmap a teacher uses to ensure that they teach to these standards,
3. The assessments that a teacher uses along the way to measure the extent to which a student has met the standards, and finally,
4. The reporting tool that allows a teacher to communicate accurately a student's progress towards meeting standards at critical junctures throughout the school year.



The Standards-Based Report Card (SBRC) completes our standards-based system

Definitions of Proficiency Levels

At the elementary level, there are three reporting periods. For the first two reporting periods, students are evaluated based on their progress toward end-of-year standards.

In other words, students who receive a mark of "proficient" for the first and second grading periods are making consistent and adequate progress toward achieving end-of-year expectations.

In the final reporting period, the report card marks reflect a student's actual achievement of the cumulative skills, strategies, and concepts identified in the content standards.

Proficiency levels are broadly defined as follows:

Advanced Understanding

- Student demonstrates a deeper understanding of grade level standards
- Student independently exceeds grade level standards

Meets Standards

- Student performance demonstrates an understanding of the knowledge and skills expected at this grade level
- Student demonstrates consistent application of skills
- Student independently applies grade level standards

Partially Meets Standards

- Student performance demonstrates a partial understanding of the knowledge and skills expected at this grade level
- Student is progressing in understanding, however, the skills are not yet mastered
- Student needs assistance to use grade level standards

Not Meeting Standards

- Student performance does not demonstrate an understanding of the knowledge or skills expected at this grade level
- Student is working below grade level expectations
- Student needs continued support; struggles even with assistance; needs intervention

Analysis Process

Before making a final determination regarding student proficiency and marking it on the report card, teachers should take one final look at a student's progress over the course of the reporting period. It is important to note that teachers have been reviewing the results of assessments and student work

throughout the reporting period to determine next steps for instruction. This is simply one final look based on key pieces of evidence.

This process requires that a teacher:

- Collect key samples of student work in a Body of Evidence*

➤ Analyze this entire Body of Evidence one last time in comparison to a proficient Body of Evidence

➤ Utilize content area tools for analysis

***Much like a teacher's own creation of a body of evidence for TPEP.**

A Body of Evidence in: English Language Arts and Mathematics

The following chart indicates the types of evidence a teacher should collect in preparation for reporting using the Standards-Based Report Card. While it is not required that a

teacher collect every piece of evidence listed here for every student (in some cases, a teacher might collect more and in some less), these pieces of evidence will

create a well-rounded picture of student progress towards meeting grade-level standards.

	Grade Levels					
	K	1	2	3	4	5
English Language Arts						
DIBELS	X					
DRA2	X	X	X	X	X	X
DRA2 Word Analysis	X	X	X	X	X	X
MAP for Primary Grades	X	X	X			
MAP			X	X	X	X
MAP Skills Tests	X	X	X	X	X	X
Moby Max	X	X	X	X	X	X
Reading Logs	X	X	X	X	X	X
Running Records	X	X	X	X	X	X
Writing Samples	X	X	X	X	X	X
Read Alouds	X	X	X	X	X	X
Anecdotal Records						
➤ Independent reading/writing conferring notes	X	X	X	X	X	X
➤ Small group instruction						
➤ Text-based discussions						
Mathematics						
MAP for Primary Grades	X	X	X			
MAP			X	X	X	X
MAP Skills Tests	X	X	X	X	X	X
Moby Max	X	X	X	X	X	X
End-of-Term Common Assessments	X	X	X	X	X	X
Tasks and story problems which include numeric solutions, student's written explanation, and/or drawings and representations	X	X	X	X	X	X

Process for Analyzing a Body of Evidence

In order to determine report card marks, a teacher should take one last look at a student's body of evidence using the following process.

Step 1: Analyze the Body of Evidence for Completeness

- Inventory one representative body of evidence using the 2-3 weeks before the end of the reporting period.
- Assure that there is sufficient evidence for each of the reporting strands.
- Gather additional evidence as needed.

Key questions to consider:

- What's in the body of evidence?
- How does the evidence align with the reporting strands?

- Is the body of evidence complete?
- If not, how will you collect what you need?

Step 2: Analyze the Body of Evidence for Quality

- Analyze the quality of student work across the reporting period using the content area rubrics as appropriate.
- At the end of the reporting period, organize and synthesize these assessments to determine the proficiency level for each of the reporting strands.

Key questions to consider:

- What is the quality of this body of evidence?
- What parts of the body of evidence are proficient? Basic? Below basic? Advanced? How do you know?

Analysis Process

Before making a final determination regarding student proficiency and marking it on the report card, teachers should take one final look at a student's progress over the course of the reporting period. It is important to note that teachers have been reviewing the results of assessments and student work throughout the reporting period to determine next steps for instruction. This is simply one final look based on key pieces of evidence.

This process requires that a teacher:

- Collect key samples of student work in a body of evidence.
- Analyze this entire body of evidence one last time in comparison to a proficient body of evidence.
- Utilize content area tools for analysis.

Content Area Examples

In the following pages, you will see examples that demonstrate what students should know and be able to do at the first grade level in literacy and mathematics.

We've chosen to demonstrate these subject areas in more depth because of their complexity. It is important to note that these examples do not cover every

grade-level standard. Rather, they suggest the kind of work students are expected to do by the end of the instructional year.

ENGLISH LANGUAGE ARTS

Reading Literary and Informational Text

At the end of the year, a proficient first grader:

First grade students continue to build on the skill of asking and answering questions about key details in a text. At this level, students use key details to retell stories in their own words, reveal an understanding about the central message of the text and tell about the story elements.

Asks and answers questions to demonstrate understanding.

Example

- The student talks and writes about the characters, setting, and important events in a variety of grade-level texts, such as Eastman's *Are You My Mother?*

Retells stories with key details to demonstrate an understanding of the message or lesson. *Example*

- The student can accurately retell a story or poem and identify its message or lesson, as in A.A. Milne's "Halfway Down," or Molly Bang's *The Paper Crane*, including the main idea and two or three key details.

Use questions and prompts such as:

- Can you tell me what happened in the story at the beginning? What happened after that? What happened at the end of the story?
- Can you tell me where the story took place?
- Can you tell me the important things that happened in the story?
- Who are the characters in the story? What do you know about them?
- Think about what you read and create your own question about an important idea in this text.
- What is the main idea of this text?
- Can you tell me how these two events are linked together? (cause/effect, time order)

Reads and comprehends grade-level stories, poems, and informational texts fluently.

Examples

- With assistance, students are required to read prose and poetry at the text complexity level for grade 1. Prose is writing that is not poetry.
- The student uses structures like plot, character, and setting to understand the meaning/theme of grade-level literature.
- The student uses the conventions of print (such as title, table of contents, name of author, name of illustrator, letters, words, sentences) to anticipate and make meaning of grade-level texts.
- The student uses text structures like sequence (first, next, finally) or other logical order (question-answer, problem-solution) to understand nonfiction materials.
- Reads first grade books like *Leo the Late Bloomer* by Robert Krauss and *Trucks* by Anne Rockwell with expression so that it sounds like talk.

Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.

Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

"Whatever they are reading, students must show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming sensitive to poor reasoning."

Describes connections between events, ideas, or information in a story or informational text. *Examples*

- The student uses strategies like making and adjusting predictions, retelling the main idea(s), asking and answering who, what, where, when, and how questions, and uses prior knowledge (such as, "What do I already know about this topic, idea, and/or kind of text?") to better understand nonfiction materials.
- The student uses the characters, setting, and important events to understand the meaning/theme of grade-level literature.

Explains differences between fiction (stories) and non-fiction (informational) texts. *Example*

- The student compares and contrasts different kinds of texts, like stories, poems, newspapers, signs, and labels (such as "know that stories can be pretend, but newspapers are real").

Use questions and prompts such as:

- Is this book an informational book or a story book? How can you tell?

Compares and contrasts a variety of texts on the same topic or storyline. *Example*

- Compares and contrasts information and ideas from books read during the school year to talk and write about grade level literature, such as: "How are the pets in these stories alike and different?" "What do these authors say about friendship?" and "How is this character like characters we have met in other stories?"

Use questions and prompts such as:

- Look at these two texts about the same topic. How are they the same? How are they different?

Reading – Foundational Skills

At the end of the year, a proficient first grader:

Shows understanding of spoken words, syllables, and sounds.

Example

- The student can discriminate between short and long vowel sounds, say each sound present for the letters in a given word and answer questions such as "What do you hear at the beginning of this word?" "What do you hear next?" "At the end?"

Knows and applies grade-level phonics and word analysis skills in decoding words. *Example*

- The student figures out new words by sounding them out, breaking them into syllables or "chunks," and thinking about what words would make sense and/or sound right.

Reads with sufficient accuracy and fluency to support comprehension. *Example*

- The student reads grade-level text fluidly with few errors and can

quickly apply grade-level skills in phonics and word analysis to figure out new words so as not to interfere with comprehension.

Reads sight words fluently. *Example*

- The student reads sight words like *the, have, was, they, said, come, give,* and *of* automatically – without having to stop and figure them out. See the *Frye Sight Word List* on the district web site for a complete listing of first grade sight words.

Writing

At the end of the year, a proficient first grader:

Produces and organizes a variety of types of writing (narrative, opinion, informational) to match purpose and audience. *Examples*

- The student organizes writing around a controlling or main idea and groups related events and information in a way that makes sense to the reader.
- The student writes different kinds of texts like stories, poems, reports, letters, directions, and responses to text.
- The student selects reasons that support an opinion and share that thinking through writing.
- The student includes both an introduction and a sense of closure or a closing statement.

Strategies:

- Students will need to build strategies for introducing concepts (such as beginning with a fact or question).
- Students will need to build strategies for concluding their thoughts (learning to write a summary statement) when writing.
- Students will need to begin using temporal words (*now, when, then*) to show order of events.

Engages in prewriting, drafting, revising, editing, and publishing in print and using technology. *Examples*

- The student drafts, revises, edits, and publishes pieces of writing.
- The student includes descriptive words and sensory details that improve the writing.
- The student engages in peer revising and editing.
- The student uses technology (such as word processing software, spell check, thesaurus) to support the writing process.

Strategies:

- With assistance from adults and peers, students should focus their writing on a topic and be able to respond to questions and suggestions.
- Students need to understand how to add descriptive words to their writing to strengthen their piece.
- Students need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (during conferences and peer editing).
- Students will need to be able to "log on" to the computer and use applicable programs for writing, revising, and editing.

Participates in shared research and writing projects using print and digital resources. *Examples*

- The student effectively uses a variety of sources, both print and digital, provided by the teacher to locate relevant information for a shared research project.
- The student works collaboratively with a partner or partners to research a topic.

Strategies:

- First grade students are required to participate in shared research projects.
- Students will need to understand their roles (jobs on the team) and how they will contribute (work they will do) on the project from beginning to end. Items, such as, task charts, check sheets, and graphic organizers will be helpful to students as they learn to work together.
- At this level, students are working with provided research. They need to know how to scan the information provided (words, pictures, digital sources) and/or recall from their own background knowledge the pieces they need to answer research questions and take notes.
- Students do this work with prompting and support.

Speaking and Listening

At the end of the year, a proficient first grader:

Participates in conversations with peers and adults on topics for a variety of tasks. *Examples*

- The student listens attentively when others are speaking.
- The student responds appropriately and 'on topic' during collaborative conversations.
- The student uses complete sentences to talk about the information presented in collaborative conversations.

Strategies:

- Students will need ample opportunities to take part in a variety of rich, structured conversations.
- Students should be actively engaged as part of the whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- Students should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc.).

Shows understanding of information presented by asking and answering relevant questions. *Examples*

- The student uses details, evidence, and examples to demonstrate understanding of presented information.
- The student demonstrates an ability to remain engaged with the topic by asking and answering relevant questions.

Strategies:

- Model and expect students to ask and answer questions about key details of a text read aloud or information presented in multiple formats.
- Students need multiple opportunities to practice listening carefully to a text read aloud and to recount or describe details about what they heard.
- Students need to ask questions and understand questions asked of them in order to clarify or gain more information.

Speaks and expresses thoughts, feelings, and ideas clearly. *Examples*

Examples

- The student uses complete sentences when speaking.
- The student uses complete sentences to talk about the information presented.

Strategies:

- Students should be given opportunities to report facts and relevant details about an experience with clarity of thought and emotion. Modeling and feedback are essential.
- Students must be able to articulate their ideas in complete sentences when appropriate to the audience. Modeling is essential.

Describes familiar people, places, things, and events orally and in complete sentences when appropriate with relevant detail. *Examples*

Examples

- The student orally presents a variety of poems, rhymes, and songs.
- The student gives presentations about information and experiences in a sequence that makes sense to the listener.
- The student uses descriptive language when talking about familiar objects and events.

Strategies:

- Students will need to engage in behaviors (turn and talk, small group discussions, and listening and speaking centers) that lead to the expression of complete ideas both verbally and in writing.
- Students will need multiple opportunities to present information to others and develop behaviors that will lead to the ability to add appropriate visual displays that illuminate chosen facts or details.

Language

An understanding of language is essential for effective communication. "The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to read, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts."

First grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are as appropriate to formal spoken English as they are to formal written English.

At this level, emphasis expands to include verb tense, possessives, pronouns, adjectives, conjunctions, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and spelling unknown words phonetically.

At the end of the year, a proficient first grader:

Prints letters.

Example

- The student correctly prints ALL upper- and lower-case letters of the English alphabet.

Forms plural nouns orally by adding /s/ or /es/. *Example*

- The student correctly forms and uses plural nouns using the endings /s/ and /es/, such as *dogs, cats, boxes, glasses.*

Understands and uses question words. *Example*

- The student correctly uses question words such as *who, what, when, where, why, and how.*

Demonstrates skills in capitalization, punctuation and spelling. *Examples*

- The student uses complete sentences when writing and speaking.
- The student correctly spells three- and four-letter words, such as *can, get, like, frog*, as well as high frequency words such as *the, and, they, that*, and *come*, and spells unknown words phonetically. See *the Perfection Learning Spelling Curriculum* for applicable first grade 'studied' word lists.
- The student correctly uses common, proper and possessive nouns.
- The student correctly uses singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- The student correctly uses personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).
- The student correctly uses verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
- The student uses frequently occurring adjectives.
- The student uses frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- The student correctly uses frequently occurring determiners and prepositions (e.g., *a, the, during, toward*).
- The student produces and expands complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- The student uses end punctuation for sentences.
- The student capitalizes dates and the names of people.
- The student uses commas in dates and to separate single words in a series.

Determines the meaning of unknown and multiple meaning words and uses new vocabulary words learned through conversations and reading. *Examples*

- The student uses sentence-level context as a clue to the meaning of a word or phrase.
- The student uses frequently occurring affixes and root words as clues to the meanings of words. See *the Prefix, Suffix, and Root Word List on the district web site for a complete list of words expected at first grade.*
- The student correctly uses new words learned in class conversations and through reading content area materials in other contexts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).
- The student uses knowledge of word categories (such as animal words, food words, color words) to figure out and use new words.

Demonstrates a beginning understanding of figurative language, relationships among words, and subtle differences of meaning among related words. *Examples*

Examples

- The student sorts words into categories to gain a sense of the concepts those categories represent (e.g., *clothing, jobs*).
- The student defines words by category and by one or more key attributes (e.g., *a duck is a bird that swims; a tiger is a large cat with stripes*).
- The student identifies real-life connections between words and their uses (e.g., *identify places at home that are cozy*).
- The student distinguishes shades of meaning among verbs that differ in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

MATHEMATICS

Mathematics Achievement

Counting

At the end of the year, a proficient first grade student:

Count and write numbers 0 to 120, starting at any number.

Example

- The student can count on by 1s from 83 to 120 and write the number 120.

Algebra

At the end of the year, a proficient first grade student:

Add within 20 using strategies.

Example

- The student adds within 20 using strategies. A student can add; $2 + 11$ by counting on 11, 12, 13 $9 + 7$ by making a ten $10 + 6$ $7 + 8$ by making doubles $7 + 7 + 1$

Subtract within 20 using strategies.

Example

- The student subtracts within 20 using strategies. A student can subtract; $14 - 6$ by decomposing to a ten $14 - 4 - 2 = 10 - 2$ $13 - 8$ by solving $8 + ? = 13$ $13 - 9$ by solving $14 - 10$

Solve subtraction problems as unknown unknowns in all positions.

Example

- The student can solve $12 - 5 = \underline{\quad}$ by "thinking addition" as $5 + \underline{\quad} = 12$ using counters, number lines, ten frames to model the relationship between addition and subtraction.

Determine if addition and subtraction equations are true or false.

Example

- The student can identify if addition and subtraction equations within 20 are true or false.

$$6 = 6 \text{ (true)}$$

$$11 = 8 - 1 \text{ (false)}$$

$$12 + 5 = 20 - 3 \text{ (true)}$$

Determine the unknown whole number in an addition or subtraction equation.

Example

- The student can identify the unknown number and justify their thinking.

$$5 = \square - 3$$

This equation means I had cookies and ate 3 of them. Now I have 5, so I started with 8.

Place Value

At the end of the year, a proficient first grade student:

Understand that the two digits of a two-digit number represents amounts of tens and ones and compare two-digit numbers.

Example

- The student can fill in the correct symbol and explain the comparison using the meanings of tens and ones.

Fill in the blank with $<$, $>$ or $=$
 $42 \underline{\quad} 45$

Student uses $<$ and explains 42 has 4 tens and 2 ones. 45 has equal tens but 5 ones, 3 more than 42.

Adds within 100, adding a two-digit with a one digit number.

Example

- The student can also add a two-digit number with a multiple of 10. The student can solve and represent a problem using a combination of words, numbers, pictures, objects or symbols. A student solves;

$$17 + 20 =$$

by using base ten blocks and a place value work mat adding $10 + 20 + 7$ then answers 37.

Geometry

At the end of the year, a proficient first grade student:

Split circles and rectangles into 2 and 4 equal shares and describe using the words halves, fourths and quarters.

Example

- The student can divide the same whole into equal shares. Divide this paper so you can share equally with a classmate.



Measurement and Data

At the end of the year, a proficient first grade student:

Express the length of an object as a whole number of length units.

Example

- A student can use multiple copies of one object to measure a larger object. How long is your desk in terms of pencils? Students state that their desk is 4 pencils long.

Tell and write time in hours and half hours.

Example

- The student can tell and write time in hours and half hours using an analog clock. What time is it? It is halfway between 8 and 9 o'clock, so it's 8:30.



Mathematical Practices

At the end of the year, a proficient first grade student:

Represents a word problem using a number sentence or equation.

Example

When given a word problem, the student will write a number sentence or equation to match the problem context or write a story from a given equation. Students will rely on concrete manipulatives and pictures when making these connections.

Report Card Line-Items for Common Core Subjects

FIRST GRADE

T1

T2

T3

ENGLISH LANGUAGE ARTS (ELA)			
READING LITERARY AND INFORMATIONAL TEXT			
Asks and answers questions to demonstrate understanding (2.1.1) (RL.1.1, RI.1.1)			
Retells stories with key details to demonstrate an understanding of the message or lesson (2.2.1, 2.2.3) (RI.1.3, RI.1.2)			
Reads and comprehends grade-level stories, poems and informational texts fluently (1.4.2, 2.1.1-5) (RI.1.10, RI.1.10)			
Describes connections between events, ideas, or information in a story or informational text (RI.1.3, RI.1.3)			
Explains differences between fiction (stories) and non-fiction (informational) texts (2.3.1) (RI.1.5)			
Compares and contrasts a variety of texts on the same topic or storyline (RI.1.9, RI.1.9)			
READING - FOUNDATIONAL SKILLS			
Shows understanding of spoken words, syllables, and sounds (1.1.2) (RF.1.1)			
Knows and applies grade-level phonics and word analysis skills in decoding words (1.2.1, 1.2.2, 1.3.1, 1.3.2) (RF.1.3)			
Reads with sufficient accuracy and fluency to support comprehension (1.1.1-4) (RF.1.4)			
Reads sight words fluently (1.4.1) (RF.1.3g)			
WRITING			
Produces and organizes a variety of types of writing (narrative, opinion, informational) to match purpose and audience (2.1.1, 2.2.1, 2.3.1) (W.1.1, W.1.2, W.1.3)			
Engages in prewriting, drafting, revising, editing, and publishing in print and using technology (1.1.1, 1.2.1, 3.3.6) (W.1.5, W.1.6)			
Participates in shared research and writing projects using print and digital resources (W.1.7, W.1.8)			
SPEAKING AND LISTENING			
Participates in conversations with peers and adults on topics for a variety of tasks (1.1) (SL.1.1)			
Shows understanding of information presented by asking and answering relevant questions (1.1.2) (SL.1.2, SL.1.3)			
Speaks and expresses thoughts, feelings, and ideas clearly (3.3.1) (SL.1.4)			
Describes familiar people, places, things, and events orally or in complete sentences when appropriate with relevant detail (3.3.1) (SL.1.5, SL.1.6)			
LANGUAGE			
Prints letters (L.1.1a)			
Forms plural nouns orally by adding /s/ or /es/ (L.1.1c)			
Understands and uses question words (L.1.1d)			
Demonstrates grade-appropriate skills in capitalization, punctuation, and spelling (3.3.2) (L.1.2)			
Determines the meaning of unknown and multiple meaning words and uses new vocabulary words learned through conversations and reading (1.2.1, 1.3.1) (L.1.4, L.1.6)			
Demonstrates a beginning understanding of figurative language, relationships among words and subtle differences of meaning among related words (L.1.5)			

FIRST GRADE	T1	T2	T3
MATHEMATICS			
COUNTING			
Count and write numbers 0 to 120, starting at any number (1.NBT.1)			
ALGEBRA			
Add within 20 using strategies (1.OA.5, 1.OA.6)			
Subtract within 20 using strategies (1.OA.5, 1.OA.6)			
Solve subtraction problems as unknowns in all positions (1.OA.4)			
Determine if addition and subtraction equations are true or false (1.OA.7)			
Determine the unknown whole number in an addition or subtraction equation (1.OA.8)			
PLACE VALUE			
Understand that the two digits of a two-digit number represents amounts of tens and ones and compare two-digit numbers (1.NBT.2, 1.NBT.3)			
Adds within 100, adding a two-digit with a one digit number (1.NBT.4)			
GEOMETRY			
Split circles and rectangles into 2 and 4 equal shares and describe using the words halves, fourths and quarters. (1.G.3)			
MEASUREMENT AND DATA			
Express the length of an object as a whole number of length units (1.MD.2)			
Tell and write time in hours and half hours (1.MD.3)			
MATHEMATICAL PRACTICES			
Represents a word problem using a number sentence or equation (1.MP.4)			