

## **1st Grade Report Card Resource Document**

<b>Level</b>	<b>Indicators for Learner Behaviors</b>
3	Proficient - Consistently meets expectations
2	Progressing - Inconsistently meets expectations
1	Area of Concern

<b>Level</b>	<b>Indicators for Academic Areas</b>
3	Proficient - Demonstrates consistent understanding of grade level standards.
2	Progressing - Demonstrates inconsistent understanding of grade level standards.
1	Area of Concern - Demonstrates an insufficient understanding of grade level standards.
IE	Insufficient evidence to assess at this time
X	Not assessed at this time

### **When do we use IE (Insufficient evidence to assess at this time)**

- When a student was absent for a significant number of days.
- In any situation where a student has not yet completed the assessments required for the teacher to confidently determine level of proficiency.

### **When do we use X (Not Assessed at this time)**

- When the teacher has taught the content, but hasn't yet fully assessed that content, or hasn't yet taught the content in its entirety.
- When the teacher has not taught or assessed understanding of the content (this could apply to some students or all students in a class depending on the situation).

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## **Reading: Literature**

- Demonstrates understanding of key ideas and details.
  - Asks and answers questions about key details in a text.
  - Retells stories, including key details, and demonstrates understanding of their central message or lesson.
  - Describes characters, settings, and major events in a story, using key details.
- Demonstrates understanding of author's craft and text structure.
  - Identifies words and phrases in stories or poems that suggest feelings or appeal to the senses.
  - Explains major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
  - Identifies who is telling the story at various points in a text.
- Demonstrates understanding of text through the integration of knowledge and ideas.
  - Uses illustrations and details in a story to describe its characters, settings, or events.
  - Compares and contrasts the adventures and experiences of characters in stories.
- Reads prose and poetry of appropriate complexity.
  - With prompting and support, reads prose and poetry of appropriate complexity for grade 1.

## **Reading: Informational Text**

- Demonstrates understanding of key ideas and details.
  - Asks and answers questions about key details in a text.
  - Identifies the main topic and retells key details of a text.
  - Describes the connection between two individuals, events, ideas, or pieces of information in a text.
- Demonstrates understanding of author's craft and text structure.
  - Asks and answers questions to help determine or clarify the meaning of words and phrases in a text.
  - Knows and uses various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
  - Distinguishes between information provided by pictures or other illustrations and information provided by the words in a text.
- Demonstrates understanding of text through the integration of knowledge and ideas.
  - Uses the illustrations and details in a text to describe its key ideas.
  - Identifies the reasons an author gives to support points in a text.
  - Identifies basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- Reads informational texts of appropriate complexity.
  - With prompting and support, reads informational texts appropriately complex for grade 1.

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## **Reading: Foundational Skills**

- Demonstrates understanding of the organization and basic features of print.
  - Recognizes the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- Demonstrates understanding of spoken words, syllables, and sounds.
  - Distinguishes long from short vowel sounds in spoken single-syllable words.
  - Orally produces single-syllable words by blending sounds (phonemes), including consonant blends.
  - Isolates and pronounces initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - Segments spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Knows and applies grade level phonics and word analysis skills in decoding words.
  - Knows the spelling-sound correspondences for common consonant digraphs.
  - Decodes regularly spelled one-syllable words.
  - Knows final -e and common vowel team conventions for representing long vowel sounds.
  - Uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - Decodes two-syllable words following basic patterns by breaking the words into syllables.
  - Reads words with inflectional endings.
  - Recognizes and reads grade-appropriate irregularly spelled words.
- Reads with sufficient accuracy and fluency to support comprehension.
  - Reads grade-level text with purpose and understanding.
  - Reads grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - Uses context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Language Arts**

- Applies word analysis and vocabulary skills.
  - Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.
    - Uses common, proper, and possessive nouns.
    - Uses singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
    - Uses personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
    - 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).
    - Uses frequently occurring adjectives.
    - Uses frequently occurring conjunctions (e.g., and, but, or, so, because).
    - Uses determiners (e.g., articles, demonstratives).
    - Uses frequently occurring prepositions (e.g., during, beyond, toward).
    - Produces and expands complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
  - Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
    - Uses sentence-level context as a clue to the meaning of a word or phrase.
    - Uses frequently occurring affixes as a clue to the meaning of a word.
    - Identifies frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

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- With guidance and support from adults, demonstrates understanding of word relationships and nuances in word meanings.
  - Sorts words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - 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).
  - Identifies real-life connections between words and their use (e.g., note places at home that are cozy).
  - Distinguishes shades of meaning among verbs differing 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.
- Uses words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
- Actively listens.
  - Participates in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
    - Follows agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- Responds appropriately.
  - Participates in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
    - Follows agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
    - Builds on others' talk in conversations by responding to the comments of others through multiple exchanges.
    - Asks questions to clear up any confusion about the topics and texts under discussion.
  - Asks and answers questions about key details in a text read aloud or information presented orally or through other media.
  - Asks and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- Speaks and expresses ideas clearly.
  - Describes people, places, things, and events with relevant details, expressing ideas and feelings clearly.
  - Adds drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
  - Produces complete sentences when appropriate to task and situation.
  - Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.
    - Uses common, proper, and possessive nouns.
    - Uses singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
    - Uses personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
    - 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).
    - Uses frequently occurring adjectives.
    - Uses frequently occurring conjunctions (e.g., and, but, or, so, because).
    - Uses determiners (e.g., articles, demonstratives).
    - Uses frequently occurring prepositions (e.g., during, beyond, toward).
    - Produces and expands complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- [Early Writing Stages](#)

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## **Mathematics**

- Represents and solves problems involving addition and subtraction.
  - Uses addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
  - Solves word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- Understands and applies properties of operations and the relationship between addition and subtraction.
  - Applies properties of operations as strategies to add and subtract.
    - Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)
  - Understands subtraction as an unknown-addend problem. For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.
- Adds and subtracts within 20.
  - Relates counting to addition and subtraction (e.g., by counting on 2 to add 2).
  - Adds and subtracts within 20, demonstrating fluency for addition and subtraction within 10. Uses strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).
- Works with addition and subtraction equations.
  - Understands the meaning of the equal sign, and determines if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .
  - Determines the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = \_ - 3$ ,  $6 + 6 = \_$ .
- Extends the counting sequence.
  - Counts to 120, starting at any number less than 120. In this range, reads and writes numerals and represents a number of objects with a written numeral.
- Understands place value.
  - Understands that the two digits of a two-digit number represent amounts of tens and ones. Understands the following as special cases:
    - 10 can be thought of as a bundle of ten ones — called a "ten."
    - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
    - The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
  - Compares two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

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- Uses place value understanding and properties of operations to add and subtract.
  - Adds within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understands that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
  - Given a two-digit number, mentally finds 10 more or 10 less than the number, without having to count; explains the reasoning used.
  - Subtracts multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relates the strategy to a written method and explain the reasoning used.
- Measures lengths indirectly and by iterating length units.
  - Orders three objects by length; compares the lengths of two objects indirectly by using a third object.
  - Expresses the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understands that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.)
- Tells and writes time.
  - Tells and writes time in hours and half-hours using analog and digital clocks.
- Represents and interprets data.
  - Organizes, represents, and interprets data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
- Reasons with shapes and their attributes.
  - Distinguishes between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); builds and draws shapes to possess defining attributes.
  - Composes two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and composes new shapes from the composite shape.
  - Partitions circles and rectangles into two and four equal shares, describes the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describes the whole as two of, or four of the shares. Understands for these examples that decomposing into more equal shares creates smaller shares.

## **Social Studies**

- Understands concepts and vocabulary.
- Completes assignments and projects.

## **Science**

- Understands concepts and vocabulary.
- Completes assignments and projects.

# **1st Grade Report Card Resource Document**

## **Music** [Link to Illinois Music Standards](#)

- Explains knowledge of the concepts being taught.
  - Connecting
    - Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
    - Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
  - Performing
    - Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
  - Respond
    - Anchor Standard 7: Perceive and analyze artistic work.
    - Anchor Standard 8: Construct meaningful interpretations of artistic work.
    - Anchor Standard 9: Apply criteria to evaluate artistic work.
- Demonstrates skills based upon developmentally appropriate assessments.
  - Performing
    - Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
    - Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
  - Creating
    - Anchor Standard 1: Generate and conceptualize artistic ideas and work.
    - Anchor Standard 2: Organize and develop artistic ideas and work.
    - Anchor Standard 3: Revise, refine, and complete artistic work.
- Follows learning environment expectations.
  - Performing
    - Anchor Standard 6: Convey meaning through the presentation of artistic work.

## **Physical Education** [Link to Illinois Physical Education Standards](#)

- Explains knowledge of the concepts being taught.
  - State Goal 19: Applying rules and procedures in small group activities. Applying rules and procedures in whole class activities.
- Demonstrates skills based upon developmentally appropriate assessments.
  - State Goal 19: Developing locomotor skills, manipulative skills, and rhythmic skills.
  - State Goal 20: Developing fitness skills based on the FitnessGram. Developing exercises based on the 4 health-related fitness components.
- Follows learning environment expectations.
  - State Goal 21: Following rules and procedures in class. Cooperation skills in small group work. Cooperation skills in whole group work. Demonstrates positive problem solving skills.

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## **Visual Arts** [Link to Illinois Visual Arts Standards](#)

- Explains knowledge of the concepts being taught.
  - Creating
    - Anchor Standard 1: Investigate, Plan, Make
    - Anchor Standard 2: Investigate
    - Anchor Standard 3: Reflect, Refine, Continue
  - Connecting
    - Anchor Standard 10: Interpret
    - Anchor Standard 11: Synthesize
- Demonstrates skills based upon developmentally appropriate assessments.
  - Creating
    - Anchor Standard 2: Investigate
    - Anchor Standard 3: Reflect, Refine, Continue
  - Presenting
    - Anchor Standard 4: Relate
  - Responding
    - Anchor Standard 7: Share & Perceive
- Follows learning environment expectations.
  - Creating
    - Anchor Standard 1: Investigate, Plan, Make
    - Anchor Standard 2: Investigate

## **Learner Behaviors**

### **Demonstrates respect for peers and staff.**

Follows classroom and school rules and procedures.

Demonstrates kindness and helpfulness.

Demonstrates respectful behavior when working with peers and adults.

To feel or show esteem, honor, and appreciation for others.

Demonstrates empathy for others.

### **Demonstrates organizational skills.**

Materials are available when needed for class and stored so that they are both readily accessible and contained in designated spaces.

Keeps track of assignments and deadlines/sequence of what to do with those materials.

### **Actively participates in class.**

Engaged and focused on learning activities and discussion.

Follows directions.

Contributes to conversations and group activities.

Works on designated activities in a productive manner (small group).

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### **Works cooperatively with others.**

Works cooperatively to achieve group goals by contributing ideas, by listening to others, and by respecting others' ideas.

Demonstrates on-task behavior during group work.

Accepts various roles and an equitable share of the work within a group.

### **Demonstrates commitment to their own learning.**

Prepared for class/lessons.

Completes work.

Demonstrates effort/Works hard.

Makes good use of class time.

Shows perseverance (when setbacks occur).

Budgets time for long-term assignments; continues working/endurance.

Advocates for self/ uses resources / seeks help as appropriate.

Follows instructions with minimal supervision.