



Riverview School District #407

Report Card

Student Name:

School Year:

Teacher:

Grade Level: **01**

ATTENDANCE

	1	2
Present		
Absent		-
Tardy	-	

ADDITIONAL PROGRAMS

	1	2
Individual Education Program (IEP)		
Title 1, Learning Assistance Program (LAP)		
English Language Learner (ELL)		

ACADEMIC STANDARDS SCORING GUIDE

4 Demonstrates Deep Command of Knowledge & Skills	3 Demonstrates Sufficient Command of Knowledge & Skills	2 Demonstrates Partial Command of Knowledge & Skills	1 Demonstrates Minimal Command of Knowledge & Skills	Other Marks
<i>Transfer of learning to more complex content & thinking, including deeper conceptual understanding & applications that go beyond what is explicitly taught in class</i>	<i>The standard/learning target: content, details, vocabulary, concepts, procedures, processes, & skills (simple & complex) explicitly taught in class</i>	<i>Simpler content, details, vocabulary, procedures, processes, & skills, including foundational knowledge & concepts, explicitly taught in class</i>	<i>With help, partial understanding of some of the simpler & more complex content, details, vocabulary, concepts, procedures, processes, & skills</i>	+ = Slightly Above - = Slightly Below X = Introduced NA = Not Addressed MC = Modified Curriculum

CITIZENSHIP and WORK STUDY HABITS SCORING GUIDE

4 Exceeds Expectations	3 Meets Expectations	2 Working Toward Expectations	1 Below Expectations
<i>Student consistently & independently exceeds expectations</i>	<i>Student frequently meets expectations with minimal assistance</i>	<i>Student occasionally meets expectations & requires moderate assistance & redirection</i>	<i>Student rarely meets expectations & requires considerable assistance & redirection</i>

CITIZENSHIP and WORK STUDY HABITS

	1	2
Demonstrates effort toward quality		
Follows school & classroom rules		
Seeks help appropriately & is a self-directed learner		
Demonstrates effective organizational skills		

	1	2
Uses time wisely & completes assignments on time		
Completes homework on time		
Evaluates work & sets goals		

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READING

	1	2
Key Ideas & Details: asks/answers questions, makes connections, retells stories, understands the central message/lesson, identifies the main topic, & describes character, setting, events, & ideas using details		
Craft & Structure: identifies sensory words in stories/poems, determines the meaning of words/phrases, differentiates between stories & informational books, knows & uses text features, identifies narrator, identifies information from illustration/words		
Integration of Knowledge & Ideas: uses illustrations/ details to describe characters, setting, events, & key ideas, identifies reasons an author gives to support points, compares/contrasts the experiences of characters & two texts on the same topic		
Range of Reading & Complexity of Text: reads text, prose, & poetry at grade level		
Print Concepts: recognizes the features of a sentence including first word, capitalization, & ending punctuation		
Phonological Awareness: distinguishes long/short vowel sounds in spoken words, blends sounds to produce one-syllable words, isolates initial, medial vowel, & final sounds, segments one-syllable words		
Phonics/Word Recognition: decodes one-syllable words, knows common consonant digraphs, silent e, & common vowel teams, understands that every syllable has a vowel, breaks words into parts, reads words with inflected endings & irregularly spelled words		
Fluency: reads grade level text with purpose, understanding, accuracy, appropriate rate, & expression, self-corrects		

WRITING

	1	2
Text Types & Purposes: writes opinion, informative, explanatory, & narrative pieces including ideas & organization at grade level		
Production & Distribution of Writing: focuses on a topic, responds to questions & suggestions, adds detail, uses technology to produce, publish, & collaborate with others		
Research to Build & Present Knowledge: participates in shared research & writing projects, recalls information from experiences/sources to answer a question		

LANGUAGE

	1	2
Conventions of Standard English: uses correct formation of all letters, grade level appropriate grammar, punctuation, capitalization, & spelling		
Vocabulary Acquisition & Use: clarifies the meaning of unknown & multiple-meaning words/phrases using context clues, affixes, & roots, understands word relationships, uses new words/phrases		

SPEAKING AND LISTENING

	1	2
Comprehension & Collaboration: participates in collaborative conversations, follows rules, builds on others' comments, asks/answers questions about key details & clarifies comprehension from multiple formats		
Presentation of Knowledge & Ideas: describes ideas with relevant details, drawings or other visuals, speaks in complete sentences		

ACADEMIC STANDARDS SCORING GUIDE

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MATHEMATICS

	1	2
Mathematical Practices: solves problems, reasons mathematically, constructs arguments, uses models, uses tools strategically, attends to precision, uses structure, recognizes patterns		
Operations & Algebraic Thinking: adds/subtracts to 20 using strategies/solving problems (unknowns, adds 3 numbers), understands properties of operations & the relationship between addition/subtraction, understands = sign, finds if equations are true/false		
Number & Operations in Base Ten: reads, writes, represents, & counts to 120 from any number, understands tens & ones, compares 2-digit numbers, adds within 100 using concrete strategies (composing a new 10), finds 10 more or 10 less of a 2-digit number		
Measurement & Data: compares & orders objects by length, measures length with non-standard units, tells/writes time in hours & half-hours, organizes, represents, & interprets data, asks/answers questions about data		
Geometry: builds & draws shapes using attributes, composes 2- & 3-dimensional shapes to make a composite shape, partitions circles & rectangles into two or four equal shares, describe the shares & wholes using halves, fourths, or quarters		

THE ARTS

	1	2
Concepts: Visual & Theater		
* <i>Visual: explores a variety of materials & techniques, develops observational, fine motor, & sensory skills, uses step by step process to produce artwork, creates & responds to visual arts experiences</i>		
* <i>Theater: develops and understands story structure, participates in creative dramatics, storytelling, and/or puppetry, develops skills in voice, movement, character development, & improvisation</i>		

SCIENCE

	1	2
Skills: Systems, Inquiry, & Application		
* <i>Systems: understands that living & non-living things are made up of parts that have names & can be taken apart with or without damage</i>		
* <i>Inquiry: asks questions, explains how models represent real things, records & reports observations, repeats observations for reliability, reports honestly & accurately</i>		
* <i>Application: solves simple problems by counting, measuring, classifying, selecting & using common tools/materials, and/or developing two possible solutions</i>		
Concepts: Physical, Earth/Space, & Life Science		
* <i>Physical Science: understands the properties of liquids & solids</i>		
* <i>Earth/Space Science: describes using the common terms (hard/soft, dry/wet, heavy/light)</i>		
* <i>Life Science: understands that plants & animals live in habitats that support life, classifies plants & animals based on features & behaviors into smaller groups</i>		

SOCIAL STUDIES

	1	2
Skills:		
* <i>Asks questions to find out information, uses texts/visuals to identify the main ideas/key details to study family life, uses graphic organizers & engages in discussions to compare/contrast how families live around the world</i>		
Concepts: Economics, Geography, & History		
* <i>Economics: understands that choices between needs & wants means that something is gained & given up</i>		
* <i>Geography: uses maps/globes to identify major bodies of water & continents, understands that family life is shaped by the environment and influences a family's decision to move</i>		
* <i>History: creates family timelines, understands how family history influences current choices</i>		

HEALTH

	1	2
Concepts:		
* <i>Understands the food groups on the Food Guide Pyramid & that food provides energy</i>		

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TECHNOLOGY

	1	2
Integration, Digital Citizenship, & Operation of Systems		
<i>* Integration: gathers/organizes information, produces digital products (brainstorms ideas using software), uses resources to practice skills (completes template & creates survey), participates in online projects (collaborates in selecting pictures for project), uses digital content (responds to website), analyzes/shares learning (uses document camera & interactive whiteboard)</i> <i>* Digital Citizenship: practices safe, responsible, & respectful sharing of information, recognizes online dangers</i> <i>* Operation of Systems: uses both hands, thumbs (space bar), & pinky (enter key) on keyboard, uses correct posture, saves/retrieves documents to a folder, uses classroom digital equipment (captures an image), opens/closes applications, uses clipart</i>		

LIBRARY

	1	2
Demonstrates skills in listening, participation, & self-management		

MUSIC

	1	2
Participation: participates & cooperates effectively in class & at programs		
Skills: recognizes & echoes pitches, dynamics, beats, & rhythms, explores & discovers pitch, melody, dynamics, tempo, & sound sources with voices, bodies, & instruments, discovers a variety of rhymes, music, & songs, develops singing & playing skills		
Dance: (Not Scored) focuses & concentrates while practicing locomotor & non-locomotor skills, develops skills needed to dance in self & general space		

PHYSICAL EDUCATION

	1	2
Participation: uses social skills & strategies to attempt and practice a variety of physical activities		
Skill: Showing mastery of grade level movement skills and concepts		
Safety: uses knowledge & skills to safely participate in a variety of physical activities		

TEACHER COMMENTS

Semester 1

Semester 2