

NAME: Student, Test
 TEACHER: _____
 SCHOOL: _____

1st Grade

ATTENDANCE Fall Winter Spring
 Half Days Absent: _____
 Times Tardy: _____



S = Satisfactory
 P = Making progress
 I = Needs to improve

LEARNING / SOCIAL BEHAVIOR

We believe that these behaviors contribute to student learning and are considered an integral part of our teaching. We do not expect that all children will demonstrate consistency at all times, but we do emphasize continual progress for the student in demonstrating the behavior on a regular basis. Your child's progress is indicated according to the KEY to the left.

Demonstrates responsibility for own learning.

- Shows interest and is involved in learning.
- Attends to the task at hand.
- Completes tasks independently.

Fall	Winter	Spring
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Demonstrates self-discipline.

- Follows rules.
- Demonstrates self control.
- Uses time wisely.

Fall	Winter	Spring
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Responds to teacher-directed activities.

- Listens attentively.
- Participates constructively in discussions.
- Participates constructively in activities.
- Follows directions.

Fall	Winter	Spring
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interacts positively with peers and adults.

- Respects the rights of others.
- Works cooperatively with others.
- Interacts positively with others.
- Solves problems constructively.

Fall	Winter	Spring
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Puts forth effort.

- Perseveres even when tasks are difficult.
- Willing to take risks and try new things.
- Chooses and accepts tasks that challenge abilities.

Fall	Winter	Spring
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



B = Beginning
 D = Developing
 S = Secure

WRITING

The expectations for achievement are that students will meet Secure (S) proficiency levels by spring. The shaded area indicates when the outcome is usually first assessed.

Writing Genre

F	W	S	CONCEPTS / SKILLS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Writes a personal story with pictures, words, and sentences using transitional words with a beginning, middle, and end.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Reads and tries to copy different styles of poetry based on reading a wide variety of grade appropriate poetry.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Writes an informational piece that addresses a focus question.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Writes one research question, organizes information from teacher gathered resources and uses the writing process to contribute to a class research project.

Writing Process

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. As s/he plans to write, with help from the teacher, s/he considers the audience and purpose for writing.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Begins to develop a plan to generate & structure ideas for narrative and informational text, including graphic organizers.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Writes three or more connected sentences using first grade punctuation and spelling.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Uses book language when writing stories.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Rereads own writing and makes changes to make the meaning more clear.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Uses first grade resources when editing own writing (i.e. word lists and class checklists).

Personal Style

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Develops a personal style in oral, written or acted out messages in both narrative and informational writing. Example: Expresses feelings, uses details and shows examples.
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Grammar and Usage

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Writes with complete sentences beginning with a capital letter and ending with a period, question mark or exclamation point.
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Spelling

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Correctly spells one-syllable words s/he sees often from common word families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Uses beginning sounds, word families, or word lists provided by the teacher to figure out how to spell more words.

Handwriting

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Forms upper and lower case letters neatly so that people can read them.
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Writing Attitude

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Is enthusiastic about writing and learning to write.
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Test Student - 1st Grade

READING



Behaviors are dated (**F** = Fall, **W** = Winter, **S** = Spring) when they are seen routinely, over time, at a "secure" level. A behavior flagged as **I** = Needs Improvement.

Kindergarten (Developing Reader)	Grade 1 (Beginning Reader)	Grade 2 (Expanding Reader)										
<p>Comprehension</p> <ul style="list-style-type: none"> ___ Reads books with predictable text (Level C). ___ Memorizes pattern books, poems and familiar books. ___ Retells a familiar story read to student with beginning, middle, and end without book support. ___ Identifies main idea and two facts of informational book read to child, without book support. ___ Demonstrates personal connection to stories read or heard through comments, reactions, discussion, and/or drawing. <p>Strategies</p> <ul style="list-style-type: none"> ___ Identifies 21-46 of 54 letter names. ___ Identifies 47-54 of 54 letter names. ___ Rhymes and plays with words. ___ Uses information from pictures to construct meaning. ___ Uses a sight word vocabulary of 10-15 words in reading/writing contexts. ___ Uses at least 20 sounds in reading/writing contexts. ___ Uses 1:1 correspondence to track print. ___ Uses print and illustrations to problem solve text. <p>Listening & Speaking</p> <ul style="list-style-type: none"> ___ Gives detailed description of needs, wants and events. ___ Listens to others without interrupting. 	<p>Comprehension</p> <ul style="list-style-type: none"> ___ Reads and comprehends books at Level I. ___ Reads aloud with fluency and expression. ___ Retells stories, read independently, to reflect sequence, setting, characters, problem, and resolution. ___ Identifies main idea and supporting details of informational text read independently. ___ Makes connections, with guidance, to other authors, books and personal experiences. <p>Strategies</p> <ul style="list-style-type: none"> ___ Uses visual cues. ___ Uses structure cues. ___ Uses meaning cues. ___ Self corrects miscues that affect meaning. ___ Uses multiple strategies automatically as needed to problem solve text. <p>Listening & Speaking</p> <ul style="list-style-type: none"> ___ Responds to others using complete sentences. ___ Uses questions and statements in appropriate contexts. 	<p>Comprehension</p> <ul style="list-style-type: none"> Reads, with fluency and comprehension, Level M books. Reads and comprehends a variety of materials with guidance (e.g., folk tales, poetry, biography, informational material, historical fiction, mystery). Makes inferences that can be supported by the text. Identifies topic, main ideas and supporting details of informational text read by student. Makes connections with guidance to books and personal experiences. <p>Strategies</p> <ul style="list-style-type: none"> Uses multiple strategies automatically as needed. Uses table of contents, captions, glossary, and index to locate and gather information. Effectively and efficiently analyzes longer words. <p>Listening & Speaking</p> <ul style="list-style-type: none"> Develops and elaborates ideas clearly using supportive and relevant details. 										
A	B	C	D	E	F	G	H	I	J	K	L	M

is the current Instructional Reading Level for this Report Card Period.



The Instructional Reading Level for each marking period is indicated below. The slide/bar graph provides a visual representation of progress.

Reading Targets by Grade

Kindergarten	First Grade	Second Grade
Prior to June - Level A	November - Level D	November - Level J
June - Level C	March - Level G	March - Level L
	June - Level I	June - Level M

___ Fall-November ___ Winter-March ___ Spring-June

A B C D E F G H I J K L M N O P

FALL] Below Target
WINTER	
SPRING	

Test Student - 1st Grade

M A T H E M A T I C S




The goal is that students will be **Secure** in all outcomes by the end of the year.
B, D, S indicates whether your child's understanding is **B**eginning, **D**eveloping or **S**ecure at the end of the reporting period.
 Items unmarked have not yet been taught or assessed

	F	W	S	Concepts/Skills
Unit 1: Establishing Routines				1. Counts 0 - 130+, starting at any number in the sequence.
				2. Makes, counts and uses tally marks.
				3. Uses ordinal numbers to identify position in a sequence (e.g., 1st, 2nd, 3rd ...).
Unit 2: Everyday Uses of Numbers				4. Counts to 110+ by 2s, starting at any number in the sequence.
				5. Counts to 110+ by 5s, starting at any number in the sequence.
				6. Counts to 500+ by 10s and 100s, starting at any number in the sequence.
Unit 3: Visual Patterns and Number Patterns				7. Completes "Frames and Arrows" routines; adds by 1s.
				8. Completes "Frames and Arrows" routines; adds by 10s.
				9. Completes "Frames and Arrows" routines; subtracts by 1s.
				10. Completes "Frames and Arrows" routines; subtracts by 10s.
				11. Solves simple addition and subtraction problems on number line and/or number grid.
Unit 4: Linear Measures and Clocks				12. Knows sums of 10.
				13. Measures length to the nearest inch.
				14. Shows and tells time on a clock face to the hour and half-hour.
Unit 5: Relations, Number Series and Mental Arithmetic				15. Names even and odd numbers.
				16. Counts back from any number up to 100.
				17. Compares and orders numbers up to 110.
				18. Finds the difference between any 2 numbers up to 30.
				19. Tells, illustrates, solves and writes number models for addition and subtraction number stories.
Unit 6: Introduction to Fact Power				20. Solves addition and subtraction number stories involving length, money and time.
				21. Knows +0 and +1 facts to 20.
				22. Applies knowledge that addition and subtraction are opposite operations.
Unit 7: Geometry and Attributes				23. Finds the third number in an addition or subtraction fact.
				24. Knows addition facts for doubles to 10 + 10.
				25. Creates polygons and knows their characteristics.
Unit 8: Mental Arithmetic, Money				26. Identifies and describes solid shapes (cube, cylinder, sphere, pyramid, cone, prism).
				27. Creates and describes patterns, using number, shape and size.
				28. Counts money and records amount.
				29. Makes equivalent amounts of money.
				30. Creates, reads and interprets pictographs (picture graphs).
Unit 9: Numeration and Place Value				31. Reads and writes 3-digit numbers from dictation and builds with base-10 blocks.
				32. Knows addition facts for doubles +1, to 9+10.
				33. Solves number grid puzzles.
				34. Composes and decomposes numbers, using base-10 materials, to demonstrate understanding of place value.
Unit 10: End-of-Year Assessments and Review				35. Mentally calculates sums and differences.
				36. Uses manipulatives and drawings to model halves, thirds and fourths as equal parts of a region or collection; describes the model.
				37. Completes simple "What's My Rule?" routines (adds/subtracts 0, 1, 2, 10).
				38. Writes number scroll to 1000.
			39. Knows sums of 10 and all +0, +1, doubles and doubles +1 addition facts to 10+10.	
			40. Uses appropriate strategies to solve subtraction problems for the addition facts listed in Outcome 39.	

Test Student - 1st Grade

S C I E N C E

Collecting and Examining Life and *Weather* are year-long science units in first grade. It is expected that students may not be secure in some of these targets until the end of the year.



B = Beginning
D = Developing
S = Secure

Collecting and Examining Life

- Explains differences between categories of living things.
- Compares body parts of different animals as they relate to moving, breathing, eating, and sensing their environment.
- Identifies parts of a plant and explains how they help a plant to grow and to make new plants.
- Creates scientific drawings that reflect an attention to accuracy and detail.

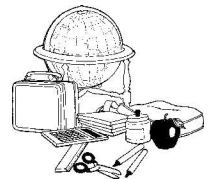
Motion

- Explains that pushes and pulls are needed to change an object's motion.
- Explains that stronger pushes or pulls cause objects to go farther or faster than small pushes or pulls do.
- Describes how friction and gravity affect an object's motion.

Weather

- Accurately measures and records temperature.
- Graphs and interprets weather data and draws conclusions about weather patterns based on the data they collect.
- Describes different forms of water that play a role in weather.
- Creates scientific drawings that reflect an attention to accuracy and detail.


S O C I A L S T U D I E S



The Michigan Social Studies Standards identify content benchmarks for each grade level in four areas: geography, economics, history and civics. At this grade level, students focus on their school and their family. They;

- practice social skills and making good choices to get along with others and solve problems positively;
- learn about the basic elements of maps;
- learn about historical school artifacts and compare schools long ago with schools today;
- share favorite things their family likes to do to see that all families are special in different ways;
- explore the economic concepts of needs and wants;
- explore traditions from different cultures;
- identify qualities of a good neighbor

To achieve these benchmarks, students begin to use the processes of a social scientist. They;

<div style="border: 1px solid black; padding: 5px;">  <p>S = Satisfactory P = Making progress I = Needs to improve</p> </div>	Fall	Winter	Spring	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understand ideas studied
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Complete activities
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Take part in discussions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop thinking and study skills relevant to social studies	

Conflict Management: Students at every grade level are taught skills for preventing, managing, and peacefully resolving conflicts. If students are given opportunities to practice these skills in real life school situations, they become empowered to take responsibility for resolving the conflicts that naturally occur in their lives. Conflict Management

An "X" indicates that the Health Unit has been taught.

Health Units Studied Personal Safety Substance Abuse Prevention Healthy Behavior

Test Student - 1st Grade
GENERAL TEACHER COMMENTS