

Student: [REDACTED]
 Student ID: [REDACTED]
 State ID: [REDACTED]
 School: [REDACTED]
 Teacher: [REDACTED]

Attendance Summary:

| T1 | | T2 | | T3 | | T4 | | Total | |
|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|
| Absent | Tardy | Absent | Tardy | Absent | Tardy | Absent | Tardy | Absent | Tardy |
| 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |

| Academic Performance Level for Content Areas | |
|--|-------|
| Name | Score |
| Exceeds | 4 |
| Meets | 3 |
| Progressing | 2 |
| Emerging | 1 |
| Critical Need | 0 |
| Not Evaluated | NE |

| Academic Performance Level for Learner Behaviors | |
|--|-------|
| Name | Score |
| Consistently | 4 |
| Usually | 3 |
| Sometimes | 2 |
| Rarely | 1 |
| Not Applicable | NA |

| 1ST GRADE STANDARDS BASED REPORT CARD | | | | |
|---|------|----|----|----|
| | Term | | | |
| | T1 | T2 | T3 | T4 |
| ***I- LANGUAGE ARTS STANDARDS | | | | |
| READING LEVEL | | | | |
| Instructional Reading Level | | | | |
| READING LITERARY | | | | |
| Ask and answer questions about key details in a text | | | | |
| Demonstrate understanding of events using key details, characters & setting | | | | |
| Identify phrases in stories/poems that suggest feelings or appeal to senses | | | | |
| Explain major differences between fiction and nonfiction text | | | | |
| Identify who is telling the story at | | | | |

| 1ST GRADE STANDARDS BASED REPORT CARD | | | | |
|---|------|----|----|----|
| | Term | | | |
| | T1 | T2 | T3 | T4 |
| various points in a text | | | | |
| Compare and contrast the adventures & experiences of characters in stories | | | | |
| With support, read prose and poetry of appropriate complexity for grade 1 | | | | |
| READING INFORMATIONAL | | | | |
| Ask and answer questions about key details in a text & identify main topic | | | | |
| Describe the connection between two individuals, events & ideas in a text | | | | |
| Ask and answer questions to determine the meaning of words and phrases | | | | |
| Know and use various text features to locate facts or information in a text | | | | |
| Distinguish among information in pictures, illustrations & words in a text | | | | |
| Identify the reasons an author gives to support points in a text | | | | |
| Identify similarities and differences between two texts on the same topic | | | | |
| With support, read informational text of appropriate complexity for grade 1 | | | | |
| READING FOUNDATIONS | | | | |
| Demonstrate understanding of the organization and basic features of print | | | | |
| Demonstrate understanding of spoken words, syllables and sounds | | | | |
| Know and apply grade level phonics & word analysis skills in decoding words | | | | |
| Read with sufficient accuracy and fluency to support comprehension | | | | |
| WRITING | | | | |

| 1ST GRADE STANDARDS BASED REPORT CARD | | | | |
|---|------|----|----|----|
| | Term | | | |
| | T1 | T2 | T3 | T4 |
| Write a piece to introduce a topic, form an opinion, give reasons & closure | | | | |
| Write an informative piece to introduce a topic, give facts & closure | | | | |
| Write narratives using sequenced events, details, temporal words & closure | | | | |
| With support, focus on a topic and use suggestions to strengthen writing | | | | |
| With support, use digital tools to collaborate, produce and publish writing | | | | |
| With support, use resources to engage in shared research & writing projects | | | | |
| SPEAKING AND LISTENING | | | | |
| Use oral and visual skills and strategies to communicate | | | | |
| Ask and answer questions about information presented orally | | | | |
| LANGUAGE | | | | |
| Use conventions of English grammar and usage when writing or speaking | | | | |
| Use conventions of capitalization, punctuation, and spelling when writing | | | | |
| Determine the meaning of unknown and multiple meaning words and phrases | | | | |
| Understand word relationships & categorize words based on meaning | | | | |
| COMMENTS FOR LANGUAGE ARTS STANDARDS | | | | |
| Comment: | | | | |
| II- MATHEMATICS STANDARDS | | | | |
| NUMBER AND OPERATIONS IN BASE TEN | | | | |
| Counts & represents numbers of | | | | |

To Parent/Guardian of [REDACTED]
 [REDACTED]

| 1ST GRADE STANDARDS BASED REPORT CARD | | | | |
|---|------|----|----|----|
| | Term | | | |
| | T1 | T2 | T3 | T4 |
| objects up to 120 | | | | |
| Understands place value (tens & ones) | | | | |
| Compares two 2-digit numbers using symbols (>, <, =) | | | | |
| Uses place value & properties of operations to add/subtract 2 digit numbers | | | | |
| OPERATIONS AND ALGEBRAIC THINKING | | | | |
| Represents & solves word problems involving addition & subtraction | | | | |
| Understands/applies properties of operations as strategies to add/subtract | | | | |
| Understands the relationship between addition & subtraction | | | | |
| Uses strategies to add & subtract within 20 | | | | |
| Works with addition & subtraction equations (understanding the equal sign) | | | | |
| MEASUREMENT AND DATA | | | | |
| Measures, orders & indirectly compares objects by length (variety of units) | | | | |
| Tells & writes time by hour & half hour | | | | |
| Represents & interprets data | | | | |
| GEOMETRY | | | | |
| Builds, draws, composes, & creates 2D shapes | | | | |
| Builds, composes, & creates 3D figures | | | | |
| Recognizes whole, half, & fourth/quarter | | | | |
| Describes objects in the environment (shape names and relative positions) | | | | |
| Identifies and describes specific shapes | | | | |
| STANDARDS FOR MATHEMATICAL PRACTICE | | | | |
| Makes sense of problems & perseveres in solving them | | | | |
| Reasons abstractly and quantitatively | | | | |
| Constructs viable arguments & critiques the reasoning of others | | | | |
| Models with mathematics | | | | |
| Uses appropriate tools strategically | | | | |
| Attends to precision | | | | |
| Looks for and makes use of structure | | | | |

| 1ST GRADE STANDARDS BASED REPORT CARD | | | | |
|--|------|----|----|----|
| | Term | | | |
| | T1 | T2 | T3 | T4 |
| Looks for and expresses regularity of repeated reasoning | | | | |
| COMMENTS FOR MATHEMATICS STANDARDS | | | | |
| Comment: | | | | |
| III- SCIENCE STANDARDS | | | | |
| PHYSICAL SCIENCE | | | | |
| Investigates light & sound | | | | |
| Demonstrates effects of magnets on other magnets & objects | | | | |
| EARTH SCIENCE | | | | |
| Observes, measures, & communicates weather data | | | | |
| Observes & records changes in water as it relates to weather | | | | |
| LIFE SCIENCE | | | | |
| Investigates the characteristics & basic needs of plants & animals | | | | |
| COMMENTS FOR SCIENCE STANDARDS | | | | |
| Comment: | | | | |
| IV- SOCIAL STUDIES STANDARDS | | | | |
| HISTORICAL UNDERSTANDINGS | | | | |
| Reads about & describes the life of figures in American History | | | | |
| Explains how folktales characterize our national heritage | | | | |
| GEOGRAPHIC UNDERSTANDINGS | | | | |
| Describes culture & geography associated with historical figures | | | | |
| Locates city, county, state, nation, & continent on a map or globe | | | | |
| Locates major topographical features | | | | |
| GOVERNMENT/CIVIC UNDERSTANDINGS | | | | |
| Describes the positive character traits of historical figures | | | | |
| Explains the patriotic meaning of America & America the Beautiful | | | | |
| ECONOMIC UNDERSTANDINGS | | | | |
| Identifies goods & services that people provide for each other | | | | |
| Explains that people have to make choices due to scarcity | | | | |
| Describes how people are both producers & consumers | | | | |
| Describes personal spending & saving | | | | |

| 1ST GRADE STANDARDS BASED REPORT CARD | | | | |
|---|------|----|----|----|
| | Term | | | |
| | T1 | T2 | T3 | T4 |
| choices | | | | |
| COMMENTS FOR SOCIAL STUDIES STANDARDS | | | | |
| Comment: | | | | |
| V- PHYSICAL EDUCATION & HEALTH STANDARDS | | | | |
| Demonstrates competency in motor skills & movement patterns | | | | |
| Demonstrates understanding of movement concepts, principles, & strategies | | | | |
| Achieves & maintains a health enhancing level of physical fitness | | | | |
| Exhibits responsible personal & social behavior in activity settings | | | | |
| Values physical activity for health/enjoyment/challenge/self-expression | | | | |
| LEARNER BEHAVIORS & WORK STANDARDS | | | | |
| | Term | | | |
| | T1 | T2 | T3 | T4 |
| EDUCATIONAL BEHAVIORS | | | | |
| Follows school rules | | | | |
| Listens to & follows directions | | | | |
| Asks questions & seeks help when needed | | | | |
| Stays on task | | | | |
| Completes work thoughtfully | | | | |
| Takes care of school & personal property | | | | |
| Works independently at appropriate times | | | | |
| Demonstrates behavior that promotes learning | | | | |
| Completes assignments in a timely manner | | | | |
| Contributes appropriately as a group member | | | | |
| COMMENTS FOR EDUCATIONAL BEHAVIORS | | | | |
| Comment: | | | | |

*Comments: Conference requested by:
 _____ Teacher _____ Parent

Services Received:
 _____ EIP Reading _____ EIP Math

_____ Title 1 Reading _____ Title 1 Math
_____ Speech & Language _____ Gifted
_____ ESOL
_____ SIEP/Tutorial
_____ Mentoring Program

Rubrics and more information can be found on the
Henry County Schools website at
www.henry.k12.ga.us

Parent Signature