



GCS First Grade Report Card Teacher Guide—2015–2016

The First Grade Standards-Based Report Card is designed to inform parents about each child's progress in mastering South Carolina Academic Standards. These standards establish high and challenging expectations for all students in preparing them to be college and career ready.

The standards listed represent the general expectations and "big ideas" that should be accomplished by the end of the first grade year. However, the report card does not include all standards taught. Keep in mind that all children learn and develop at different rates and have different strengths and needs. Many of the skills listed build on one another and thus demonstrated competency will often not be observed until the last nine weeks of the school year. A mark of "M" is the expected end-of-year goal and indicates that the student has met or exceeds the requirements of the standard listed. The expectation is that most students will achieve a "M" for most standards listed by the end of the year.

Report Card Timeframe—The Report Card is completed 1st, 2nd, 3rd, and 4th quarters following the GCS district calendar (http://www.greenville.k12.sc.us/Calendar/docs/admincal_1516d.pdf) The report card is NOT entered in PowerTeacher. Each teacher will print a copy each quarter and place the final report card in the student's permanent record.

Rating Skills—Skills should be rated based on the curriculum taught and on MULTIPLE types of supporting data rather than a one-time assessment. Supporting data may include teacher observations, checklists, anecdotal records, math journals, writing samples, reading benchmarks, and other informal/formal assessment activities.

In order to mark a skill "M" the student must consistently demonstrate all parts of the skill listed

Academic Skills Indicators—

M	The student consistently meets or exceeds end-of-year expectations for this standard
P	The student shows expected growth/progress in meeting this end-of-year standard
B	The student is beginning to progress toward meeting this end-of-year standard
N	The student needs intensive support at school and home to develop this end-of-year standard
	If left blank, this standard was not addressed or assessed during this reporting period

Successful Learner Characteristics Indicators—The successful learner characteristics are aligned with the *Profile of A South Carolina Graduate* and are critical for students to be college and career ready.

4=student **consistently demonstrates** the characteristic
3=student demonstrates the characteristic **most of the time**

2=student demonstrates the characteristic **some of the time**

1=characteristic is **not yet evident**

Related Arts (RA) Indicators— RA teachers will keep an ongoing class assessment list noting if students have met (M) or are making progress (P) towards meeting the overall RA standards for that particular 9 weeks. The related arts teacher will provide a class list with either (M) or (P) for each student to the classroom teacher by the end of quarter deadline as determined by each school. The classroom teacher will enter the RA indicator (M) or (P) on each student's report card.

M—meets related arts standards

P—making progress towards related arts standards

Comments Section—a comment section is provided for each quarter. Written comments are not required

Interim Progress Reports—

- Completed at mid-term of second, third, and fourth nine weeks
- Must use district template
- Purpose is to ensure that parents are advised in a timely manner regarding student progress, especially as it relates to students experiencing significant difficulties
- Include strengths and needs. A bank of comments can be found on Rubicon Atlas, search "report cards"

First Grade Report Card—2015-2016-TEACHER RESOURCE

Student:	
School:	
Teacher:	

The purpose of this report card is to describe a student's learning progress in the classroom based on South Carolina State Academic Standards and learner characteristics.

READING	Q1	Q2	Q3	Q4
Demonstrates understanding of spoken words, syllables, and sounds				
Decodes grade level words (diagraphs, blends, vowel sounds, patterns, endings)				
Reads with sufficient accuracy and fluency to support comprehension				
Uses details and information in pictures to contribute to the meaning of texts				
Uses words, phrases, illustrations, photographs to provide information from the text				
Uses words and phrases acquired through talk and text and explores the meaning of these words and phrases				
Recalls and retells important events or ideas from the text				
Identifies and infers information about characters, settings, events, and ideas in a story				
Interacts with the text by asking and answering questions, referring to key details, and making inferences				
WRITING AND LANGUAGE	Q1	Q2	Q3	Q4
Perseveres in writing tasks for a variety of purposes and audiences				
Plans, revises, and edits writing building on personal ideas and the ideas of others				
Composes narrative texts using pictures and words				
Composes informational and explanatory texts using pictures and words				
Composes opinion texts using pictures and words				
Spells unknown words phonetically and grade-appropriate high-frequency words and words with common spelling patterns conventionally				
Capitalizes dates and names, using ending punctuation and commas (in dates and to separate items in a series)				
Writes complete compound sentences				
Prints legibly				
COMMUNICATION	Q1	Q2	Q3	Q4
Explores and creates meaning through conversation, drama, questioning, and story-telling				
Participates in collaborative conversations				
SCIENCE	Q1	Q2	Q3	Q4
Applies science and engineering practices to develop understandings of science content				
Understands properties of light and how shadows are formed				
Understands patterns of the Sun and Moon and the Sun's effect on Earth				
Understands properties and uses of Earth's natural resources				
Understands how plant structures help them survive and grow				

ACADEMIC SKILLS INDICATORS				
M	The student consistently meets or exceeds end-of-year expectations for this standard	Q1	Q2	Q3 Q4
P	The student shows expected growth/progress in meeting this end-of-year standard			
B	The student is beginning to progress toward meeting this end-of-year standard			
N	The student needs intensive support at school and home to develop this end-of-year standard			
	If left blank, this standard was not addressed or assessed during this reporting period			
MATHEMATICS				
	Starting at any number, counts by 1s to 120 and counts by 5s and 10s to 100 (Q1=99; Q2=120)			
	Represents and writes numbers to 100			
	Understands place value to 99 (Q1<20; Q2>20)			
	Compares two, 2-digit numbers using words <i>greater than</i> , <i>equal to</i> , <i>less than</i>			
	Adds numbers to 99 (2 digit numbers with 1-digit numbers and 2-digit numbers with multiples of 10)			
	Computes and explains 10 more or 10 less than a 2-digit number (Q2 = more, Q3 = less)			
	Solves addition and subtraction story problems to 20			
	Solves addition story problems with three 1-digit numbers to 20			
	Applies commutative and associative properties to 20 with 2- or 3 digit numbers (Q1, Q2=commutative, Q3=associative)			
	Adds within 20 using strategies			
	Subtracts within 20 using strategies			
	Demonstrates fluency in addition facts to 10			
	Demonstrates fluency in subtraction facts to 10			
	Creates, extends, and explains repeating and growing patterns			
	Identifies 2D shapes/attributes (square, rectangle, triangle, hexagon, rhombus, trapezoid, circle)			
	Combines shapes to form a composite shape (2-D and 3-D)			
	Partitions a shape into halves and fourths (Q4)			
	Uses nonstandard models to show same length of objects			
	Tells time to the hour and half hour			
	Collects, organizes, and interprets data using graphs			
	Identifies and writes a coin value using ¢ symbol (penny, nickel, dime, quarter)			
SOCIAL STUDIES				
	Compares resource/land use by families around the world	Q1	Q2	Q3 Q4
	Interprets a simple map using symbols and legend			
	Explains roles/responsibilities of government			
	Identifies key concepts of American democracy and figures			
	Compares daily life/economic interactions of world communities			