



**cms**  
Charlotte-Mecklenburg Schools

Student Name: \_\_\_\_\_ ID# \_\_\_\_\_

### Purpose of Report:

This document serves as a PEP for those students at risk for not reaching grade level proficiency by the end of the year. Specific Areas of Need are indicated

**QTR 2 Comments:**

**QTR 3 Comments:**

**QTR 4 Comments:**

Attendance	Quarter 1 (      to      )	Quarter 2 (      to      )	Quarter 3 (      to      )	Quarter 4 (      to      )	Year (      to      )
Absent					
Tardy					
Days Present					

General Learner Outcomes (GLOs): The six General Learner Outcomes are the essential goals of learning for students.									
GLO Ratings: 3= Consistently 2 = Sometimes 1 = Rarely									
General Learner Outcomes (GLOs)	Q1	Q2	Q3	Q4	General Learner Outcomes (GLOs)	Q1	Q2	Q3	Q4
<b>GLO 1: Self Directed Learner</b>					<b>GLO 2: Community Contributor</b>				
<b><i>The ability to be responsible for one's own learning.</i></b> <ul style="list-style-type: none"> <li>• Works independently and asks for help when needed</li> <li>• Organizes workplace and materials</li> <li>• Makes productive use of class time</li> <li>• Sets Goals</li> </ul>					<b><i>The understanding that it is essential to work together.</i></b> <ul style="list-style-type: none"> <li>• Participates cooperatively and appropriately with others to achieve shared goals</li> <li>• Shows respect and recognizes the feelings of others</li> <li>• Follows school and classroom rules</li> </ul>				
<b>GLO 3: Complex Thinker</b>					<b>GLO 4: Quality Producer</b>				
<b><i>The ability to demonstrate critical thinking and problem-solving strategies</i></b> <ul style="list-style-type: none"> <li>• Uses prior knowledge and experiences to solve problems</li> <li>• Explains answers and makes adjustments</li> </ul> Solves problems in different ways					<b><i>The ability to recognize and produce quality performance and quality products</i></b> <ul style="list-style-type: none"> <li>• Strives to complete work neatly and correctly</li> <li>• Sets and strives toward learning goals</li> </ul>				
<b>GLO 5: Effective Communicator</b>					<b>GLO 6: Effective/Ethical User of Technology</b>				
<b><i>The ability to communicate effectively</i></b> <ul style="list-style-type: none"> <li>• Speaks effectively in front of a group</li> <li>• Listens attentively to gain understanding</li> <li>• Follows directions</li> <li>• Contributes effectively through speaking, drawing, and writing</li> </ul>					<b><i>The ability to effectively and ethically use a variety of technologies</i></b> <ul style="list-style-type: none"> <li>• Uses school materials/tools properly (e.g. books, TV, DVD, computers, art supplies, pencils, scissors, glue, etc.)</li> <li>• Explains how technology is used every day</li> <li>• Uses various technologies responsibly to find information and create new products</li> </ul>				

## CMS Kindergarten, First, Second Grade Report Card Rubric

4	Expands Grade Level Standards	Indicates the student consistently produces high quality work, applies concepts independently, and is self-motivated.
3	Meets Grade Level Standards	Indicates the student consistently meets grade level standards. The student regularly demonstrates proficiency in the majority of the standards for the current grade level. The student, with limited errors, grasps and applies key concepts, processes and skills for the current grade. An * next to a standard indicates that level 3 is the highest level of proficiency possible.
2	Progressing Toward Grade Level Standards	Indicates the student is approaching and occasionally meets the standards for the current grade level. The student is beginning to grasp and apply key concepts, processes, and skills for the current grade level.
1	Not Meeting Grade Level Standards	Indicates the student has not yet met minimum level standards. The student needs more time and experience for concepts, processes and skills to develop.
N/A	Not Assessed At This Time	These standards have not been addressed at this time. <b>However, standards will be introduced before the end of the school year.</b>

<i>Reading Standards for Literature</i>	Q1	Q2	Q3	Q4	<i>Reading Standards for Informational Text</i>	Q1	Q2	Q3	Q4
<b>Key Ideas and Details</b>					<b>Key Ideas and Details</b>				
<ul style="list-style-type: none"><li>Asks and answers questions about key details in a text.</li><li>Retells stories, including key details, and demonstrates understanding of their central message or lesson.</li><li>Describes characters, settings, and major events in a story, using key details.</li></ul>					<ul style="list-style-type: none"><li>Asks and answers questions about key details in a text.</li><li>Identifies the main topic and retells key details of a text.</li><li>Describes the connection between two individuals, events, ideas, or pieces of information I a text.</li></ul>				
<b>Craft and Structure</b>					<b>Craft and Structure</b>				
<ul style="list-style-type: none"><li>Identifies words and phrases in stories or poems that suggest feelings or appeal to the senses.</li><li>Explains major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</li><li>Identifies who is telling the story at various points in a text.</li></ul>					<ul style="list-style-type: none"><li>Asks and answers questions to help determine or clarify the meaning of words and phrases in a text.</li><li>Knows and uses various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</li><li>Distinguishes between information provided by pictures or other illustrations and information provided by the words in a text.</li></ul>				
<b>Integration of Knowledge and Ideas</b>					<b>Integration of Knowledge and Ideas</b>				
<ul style="list-style-type: none"><li>Uses illustrations and details in a story to describe its characters, setting, or events.</li><li>Compares and contrasts the adventures and experiences of characters in stories.</li></ul>					<ul style="list-style-type: none"><li>Uses the illustrations and details in a text to describe its key ideas.</li><li>Identifies the reasons an author gives to support points in a text.</li><li>Identifies basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li></ul>				
<b>Range of Reading and Level of Text Complexity</b>					<b>Range of Reading and Level of Text Complexity</b>				
<ul style="list-style-type: none"><li>With prompting and support, reads prose and poetry of appropriate complexity for grade 1.</li></ul>					<ul style="list-style-type: none"><li>With prompting and support reads informational texts appropriately complex for grade 1.</li></ul>				

<i>Speaking and Listening Standards</i>	Q1	Q2	Q3	Q4
<b>Comprehension and Collaboration</b>				
<ul style="list-style-type: none"><li>Participates in collaborative conversations with diverse partners about <i>grade1 topics and texts</i> with peers and adults in small and larger groups.</li><li>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).</li><li>Builds on others’ talk in conversations by responding to the comments of others through multiple exchanges.</li><li>Asks questions to clear up any confusion about topics and texts under discussion.</li><li>Asks and answers questions about key details in a text read aloud or information presented orally or through other media.</li><li>Asks and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li></ul>				

<b>Presentation of Knowledge and Ideas</b>				
<ul style="list-style-type: none"><li>Describes people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li><li>Adds drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li><li>Produces complete sentences when appropriate to task and situation.</li></ul>				

<i>Reading Standards: Foundational Skills</i>	Q1	Q2	Q3	Q4
<b>Print Concepts</b>				
<ul style="list-style-type: none"><li>Demonstrates understanding of the organization and basic features of print.</li><li>Recognizes the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li></ul>				
<b>Phonological Awareness</b>				
<ul style="list-style-type: none"><li>Demonstrates understanding of spoken words, syllables, and sounds (phonemes).</li><li>Distinguishes long from short vowel sounds in spoken single-syllable words.</li><li>Orally produces single-syllable words by blending sounds (phonemes), including consonant blends.</li><li>Isolates and pronounces initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li><li>Segments spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li></ul>				
<b>Phonics and Word Recognition</b>				
<ul style="list-style-type: none"><li>Knows the spelling-sounds correspondences for common consonant digraphs (two letters that represent one sound).</li><li>Decodes regularly spelled on-syllable words.</li><li>.Knows final –e and common vowel team conventions for representing long vowel sounds.</li><li>Uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li><li>Decodes two-syllable words following basic patterns by breaking the words into syllables.</li><li>Reads words with inflectional endings.</li><li>Recognizes and reads grade-appropriate irregularly spelled words.</li></ul>				
<b>Fluency</b>				
<ul style="list-style-type: none"><li>Reads emergent-reader texts with purpose and understanding.</li></ul>				

<i>Writing Standards</i>	Q1	Q2	Q3	Q4
<b>Text Types and Purposes</b>				
<ul style="list-style-type: none"><li>Writes opinion pieces in which he/she introduces the topic or names the book, states an opinion, supplies a reason for the opinion, and provides some sense of closure.</li><li>Writes informative/explanatory texts in which he/she names a topic, supplies some facts about the topic, and provides some sense of closure.</li><li>Writes narratives in which he/she recounts two or more appropriately sequenced events, include some details regarding what happened, uses temporal words to signal event order, and provides some sense of closure.</li></ul>				
<b>Production and Distribution of Writing</b>				
<ul style="list-style-type: none"><li>With guidance and support from adults, focuses on a topic, responds to questions and suggestions from peers, and adds details to strengthen writing as needed.</li><li>With guidance and support from adults, uses a variety of digital tools to produce and publish writing, including in collaboration with peers.</li></ul>				

Language Standards	Q1	Q2	Q3	Q4
Conventions of Standard English				
<p>Demonstrates command of the conventions of standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"><li>Prints all upper-and lowercase letters.</li><li>Uses common nouns and verbs.</li><li>Uses singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</li><li>Uses personal possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them their; anyone, everything</i>).</li><li>Uses verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</li><li>Uses frequently occurring adjectives.</li><li>Uses frequently occurring conjunctions. (e.g., <i>and, but, or, so, because</i>).</li><li>Uses determiners. (e.g. articles, demonstratives)</li><li>Uses frequently occurring prepositions. (e.g., <i>during, beyond, toward</i>)</li><li>Produces and expands complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li></ul> <p>Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <ul style="list-style-type: none"><li>Capitalizes the dates and names of people.</li><li>Uses end punctuation for sentences.</li><li>Uses commas in dates and to separate single words in a series.</li><li>Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li><li>Spells untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li></ul>				
Vocabulary Acquisition and Use				
<p>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>:</p> <ul style="list-style-type: none"><li>Uses sentence-level context as a clue to the meaning of a word or phrase.</li><li>Uses frequently occurring affixes as a clue to the meaning of a word.</li><li>Identifies frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g. <i>looks, looked, looking</i>).</li></ul> <p>With guidance and support from adults, explores word relationships and nuances in word meanings:</p> <ul style="list-style-type: none"><li>Sorts words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li><li>Defines words by category and by one or more key attributes (e.g., <i>a duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</li><li>Identifies real-life connections between words and their use (e.g., note places at home that are cozy).</li><li>Distinguishes shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</li></ul> <p>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., <i>because</i>).</p>				
Research to Build and Present Knowledge				
<ul style="list-style-type: none"><li>Participates in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</li><li>With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.</li></ul>				

<i><b>First Grade Science</b></i>		<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>K.P</b>	<b>Physical Science: Forces and Motion</b>				
<ul style="list-style-type: none"><li>Understands how forces (pushes or pulls) affect the motion of an object.</li></ul>					
<b>K.E</b>	<b>Earth Science: Earth Systems, Structures, and Processes</b>				
<ul style="list-style-type: none"><li>Recognizes the features and patterns of earth/moon/sun system as observed from Earth.</li><li>Understands physical properties of Earth materials that make them useful in different ways.</li></ul>					
<b>K.L</b>	<b>Life Science: Ecosystems</b>				
<ul style="list-style-type: none"><li>Understands characteristics of various environments and behaviors of humans that enable plants and animals to survive.</li><li>Summarizes needs of living organisms for energy and growth.</li></ul>					

<i><b>First Grade Social Studies</b></i>		<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>K.H.</b>	<b>History</b>				
<ul style="list-style-type: none"><li>Explains how and why neighborhoods and communities change over time.</li><li>Explains the importance of folklore and celebrations and their impact on local communities.</li><li>Explains why national holidays are celebrated.</li></ul>					
<b>K.G</b>	<b>Geography and Environmental Literacy</b>				
<ul style="list-style-type: none"><li>Uses geographic tools to identify characteristics of various landforms and bodies of water.</li><li>Give examples showing location of places e.g., home, classroom, school, and community).</li><li>Understands the basic elements of geographic representations using maps (cardinal directions and map symbols).</li><li>Explains ways people change the environment.</li><li>Explains how people use natural resources in the community.</li><li>Explains how the environment impacts where people live.</li></ul>					
<b>K.E</b>	<b>Economics and Financial Literacy</b>				
<ul style="list-style-type: none"><li>Summarizes the various ways in which people earn and use money for goods and services.</li><li>Identifies examples of goods and services in the home, school, and community.</li><li>Explains how supply and demand affects the choice families and communities make.</li></ul>					
<b>KG</b>	<b>Civics and Governance</b>				
<ul style="list-style-type: none"><li>Explains why rules are needed in the home, school and community.</li><li>Classifies the roles of authority figures in the home, school and community.</li><li>Summarizes various ways in which conflicts could be resolved in homes, schools, classrooms and communities.</li></ul>					
<b>K.C</b>	<b>Culture</b>				
<ul style="list-style-type: none"><li>Compares the languages, traditions, and holidays of various cultures.</li><li>Uses literature to help people understand diverse cultures.</li></ul>					

MATHEMATICS				
Operations and Algebraic Thinking	Q1	Q2	Q3	Q4
<b>Represents and solves problems involving addition and subtraction</b>				
<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li></ul>				
<b>Understands and applies properties of operations and the relationship between addition and subtraction.</b>				
<ul style="list-style-type: none"><li>• Applies properties of operations as strategies to add and subtract. <i>Examples: If <math>8+3 = 11</math> is known, then <math>3+8 = 11</math> is also known. (Commutative Property of Addition) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative Property of Addition)</i></li><li>• Understands subtraction as an unknown-addend problem. <i>For example, subtracts <math>10-8</math> by finding the number that makes 10 when added to 8.</i></li></ul>				
<b>Adds and subtracts within 20.</b>				
<ul style="list-style-type: none"><li>• Relates counting to addition and subtracting (e.g., by counting on 2 to add 2).</li><li>• Adds and subtracts within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>* + 6 = 8 + 2 + 4 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g. knowing that <math>* + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 13</math>).</li></ul>				
<b>Works with addition and subtraction equations</b>				
<ul style="list-style-type: none"><li>• Understands the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? <math>7=8-1</math>, <math>5+2 = 2</math>, <math>4+1 = 5 + 2</math></i></li><li>• Determines the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determines the unknown number that makes the equation true in each of the equations <math>8+? = 11</math>, <math>5=? - 3</math>.</i></li></ul>				
Number and Operations in Base Ten	Q1	Q2	Q3	Q4
<b>Extends the counting sequence</b>				
<ul style="list-style-type: none"><li>• 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.</li></ul>				
<b>Understands place value</b>				
<ul style="list-style-type: none"><li>• Understands that the two digits of a two-digit number represent amounts of tens and ones. Understands the following as special cases:<ul style="list-style-type: none"><li>○ 10 can be thought of as a bundle of ten ones – called a “ten”</li><li>○ The numbers from 11 to 19 are composed of a ten and a one, two, three, four, five, six, seven, eight, or nine ones.</li><li>○ The numbers 20, 30, 40, 50, 60, 70, 80 and 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</li></ul></li><li>• Compares two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</li></ul>				

Measurement and Data	Q1	Q2	Q3	Q4
<b>Measures lengths indirectly and by iterating length units.</b>				
<ul style="list-style-type: none"><li>• Orders three objects by length; compares the lengths of two objects indirectly by using a third object.</li><li>• 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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></li></ul>				
<b>Tells and writes time</b>				
<ul style="list-style-type: none"><li>• Tells and writes time in hours and half-hours using analog and digital clocks.</li></ul>				
<b>Represents and interprets data</b>				
<ul style="list-style-type: none"><li>• Organizes, represents, and interprets data with up to three categories; asks and answers 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.</li></ul>				

Geometry	Q1	Q2	Q3	Q4
<b>Reasons with shapes and their attributes</b>				
<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• Partitions circles and rectangles into two and four equal shares, describes the shares using the <b>words</b> <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and uses the <b>phrases</b> <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describes the whole as two of, or four of the shares. Understands for these examples that decomposing into more equal shares creates smaller shares.</li></ul>				