



K-4 Report Card Guide for Families

One component of strong communication is sharing progress on report cards. Each grading period, teachers collect and review evidence of student learning to determine growth. Evidence may include student work samples, observations made in the class, and other activities which help teachers monitor and report on your child's understanding of the grade-level standard.

READING: FOUNDATIONAL SKILLS

The report card features a section where teachers report on students' progress towards mastering Foundational Skills in Reading. Foundational skills are skills readers must master in order to become fluent readers. These skills include print concepts, letter recognition, letter-sound correspondence, phonemic awareness, phonological awareness, and strategies used to analyze and decode words. Teachers use the following performance indicators to report progress in the ELA Foundational Skills section:

(DEV) – Developing: Student is developing understanding and is approaching grade-level expectations for the end of the year

(PRO) – Proficient: Student is proficient in meeting grade-level expectations for the end of the year

The "Reading Foundational Skills" component of the report card uses end-of-year benchmarks except for "Reads Grade-Level Texts" which uses proficiency benchmarks aligned to a "point-in-time" reading-level continuum.

ACADEMIC PERFORMANCE LEVEL

Teachers use the following performance indicators to report progress:

- (X) – Not Assessed At This Time:** This standard may have been introduced or taught this semester; however, not enough evidence was collected to accurately report out on this standard at this time.
- (1) – Beginning:** Student has not yet shown understanding of the grade-level standard and needs additional support (time, practice, instruction) to further develop knowledge and understanding
- (2) – Developing:** Student shows evidence of the basic skills, strategies, and concepts associated with this grade-level standard
- (3) – Proficient:** Student shows evidence of the complex skills, strategies, and concepts associated with this grade-level standard
- (4) – Excelling:** Student makes accurate, in-depth inferences and applies skills, strategies, concepts, and complex reasoning to this grade-level standard. Excelling is *not* "above and beyond" the grade-level standard; rather it is showing a deeper understanding and application of the standard

Proficiency scores (1-4) replace traditional letter grades and percentage scores. These indicators are not the same as an A, B, C and D. We report student learning on a continuum, and report cards align with prioritized grade-level standards. Learning progression rubrics aligned to these standards are used in the classroom to guide instruction, feedback, and assessment. Report card scores are based on a child's progress toward the standards and reflect a student's most recent evidence of learning.

LEARNER BEHAVIORS

Our district prioritized learner behaviors that are needed for children to be successful at certain grades. The rubrics linked below assist teachers in assessing your child on a continuum for each learner behavior identified. Examples of possible behaviors are also included on the rubrics. Please reach out to your child's classroom teacher should you have any questions after reviewing.

[Kindergarten Learner Behavior Rubric](#)

[1-2 Learner Behavior Rubric](#)

[3-4 Learner Behavior Rubric](#)

HAMILTON SCHOOL DISTRICT GRADE 01 REPORT CARD 2024-2025

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Student: _____
 Homeroom: _____
 School: _____
 Generated on: _____

ATTENDANCE	
Term	
Days Present	
Days Absent	
Periods Tardy	

Academic Performance Level for Skills / Behavior Rubric (K-4)	
Name	Score
Beginning	1
Developing	2
Proficient	3
Excelling	4
Not Assessed At This Time	X

Academic Performance Level for Reading: Foundational Skills	
Name	Score
Developing	DEV
Proficient	PRO
Not Graded	NG

ENGLISH LANGUAGE ARTS		
	Term	
	S1	S2
READING GRADE 1		
FOUNDATIONAL SKILLS		
Demonstrates understanding of the organization and basic features of print		
Demonstrates understanding of spoken words, syllables, and sounds		
Knows and applies phonics and decoding skills		
Reads grade-level texts with understanding		

ENGLISH LANGUAGE ARTS		
	Term	
	S1	S2
READING - LITERATURE		
Identifies a theme with guidance and support; retells important details in a story		
Describes characters, settings, and important events in a story		
READING - INFORMATION		
Identifies a main topic with guidance and support; retells important details from a text		
WRITING GRADE 1		
With guidance and support, produces writing that fits the task, purpose, and audience (Opinion, Narrative, Informative, Daily Informal Writing)		
Uses correct grammar, capitalization, punctuation and spelling		
SOCIAL STUDIES		
	Term	
	S1	S2
SOCIAL STUDIES GRADE 1		
Understands social studies concepts		
MATHEMATICS		
	Term	
	S1	S2
MATHEMATICS GRADE 1		
OPERATIONS AND ALGEBRAIC THINKING		
Solves math word problems that involve adding and subtracting numbers		
Knows how addition and subtraction work together and uses these operations to solve problems		
Fluently and efficiently adds and subtracts within 20		
Understands the meaning of the equal sign and determines if addition and subtraction equations are true or false		

MATHEMATICS		
	Term	
	S1	S2
NUMBERS AND OPERATIONS IN BASE TEN		
Continues counting sequence by advancing to larger numbers up to 120		
Understands that two-digit numbers are made up of tens and ones, and used to compare values		
Applies knowledge of place value and math operations to solve addition and subtraction problems		
MEASUREMENT AND DATA		
Applies methods of measuring by repeating a length unit (i.e. cubes, paper clips) and comparing lengths to understand size differences		
Tells and writes time to the hour and half hour		
GEOMETRY		
Understands shapes and their characteristics, such as sides and angles		
SCIENCE		
	Term	
	S1	S2
SCIENCE GRADE 1		
Constructs Explanations or Designs Solutions		
Analyzes and Interprets Data		
Shows Understanding of Content for Light and Sound		
Shows Understanding of Content for Sky Patterns		
Shows Understanding of Content for Plant and Animal Parts		
FITNESS EDUCATION		
	Term	
	S1	S2
FITNESS EDUCATION GRADE 1		
Develops a variety of motor skills		
Develops social skills through movement		

ACADEMIC
PERFORMANCE
LEVELS

LEARNER
BEHAVIORS

READING
FOUNDATIONAL
SKILLS

FITNESS EDUCATION		
	Term	
	S1	S2
Fitness Ed Comments		

COMMENTS		
	Term	
	S1	S2
COMMENTS GRADE 1		
Celebrations		
Goals/Next Steps		

LEARNER BEHAVIORS		
	Term	
	S1	S2
LEARNER BEHAVIORS GRADE 1		
Demonstrates a variety of strategies to tolerate distractions		
Persists toward reaching a goal despite setbacks		
Demonstrates listening skills, start and stop conversations, and takes turns in conversations		
Demonstrates positive behaviors as established in classroom and schoolwide expectations		

The "Reading Foundational Skills" component of the report card uses end-of-year benchmarks with the exception of "Reads Grade-Level Texts" which uses mid-year proficiency benchmarks.