

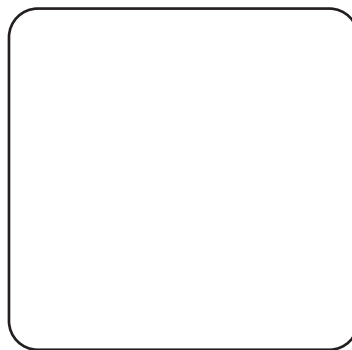


Understanding your child's **REPORT CARD**

For first grade



- Tips for understanding your child's report card
- Academic measures
- Descriptions of what your child should know and be able to do in the first trimester
- Learning habit indicators with descriptions



Trimester 1

Prepared by the
Anoka-Hennepin Schools
Curriculum Department

TIPS

Understanding Your Child's Report Card

The goal of the report card is to provide meaningful information that families can use to team with teachers to support their children's learning.

- 1.** The report cards are based on the Minnesota Academic Standards. The standards define what all Minnesota students should know and be able to do in every subject, from kindergarten through grade 12.
- 2.** Anoka Hennepin School District has written report card "indicators" that represent specific skills and or knowledge students must acquire for each reporting period. A "benchmark" measures the level of learning each child should achieve for each indicator.
- 3.** Grades are based only on what students know or are able to do. Learning habits such as effort, homework completion, participation, etc. will be graded separately from academic progress.
- 4.** Academic measures are as follows:
 - 4 - Exceeds standards
 - 3 - Meets district benchmark
 - 2 - Approaching district benchmark
 - 1 - Below district benchmark
- 5.** A grade of "3" is really good! The Minnesota Academic Standards represent a high level of learning so a grade of 3 represents a great accomplishment for a child.
- 6.** Included in this booklet are descriptions of what your child should be able to do to meet each expectations. This also tells you which trimester it will be graded.

For example:
Report Card Indicator: Tells Time
Indicator Description:
⇒ Tells time to the quarter-hour
⇒ Distinguishes between a.m. and p.m.
- 7.** Your child will get marks for "learning habits". These include such things as "demonstrates on-task behaviors" and "demonstrates organizational skills." These marks will be:
 - + Consistently
 - +/- Sometimes
 - Rarely
- 8.** Learning habits are important because good habits help your child learn!
- 9.** The goal of the report card is to provide information for these important discussions. Please talk with your child's teacher about your child's progress.

ACADEMIC MEASURES

4 - EXCEEDS STANDARD

Exceeds grade level expectations. The student consistently demonstrates the skill and/or understands concepts at a level exceeding expectations.

A "4" indicates the student has advanced understanding of the academic skills represented by this indicator. The student engages in further inquiry and extends learning. A "4" is difficult to obtain.

3 - MEETS DISTRICT BENCHMARK

Meets expectations for this reporting period. The student demonstrates the skill and/or understands concepts at a level that meets expectations for this reporting period. A "3" indicates the student has proficient understanding.

We want all of our students to reach a level "3." A student receiving a "3" is right on track with our high academic expectations. A "3" is something to be celebrated.

2 - APPROACHING DISTRICT BENCHMARK

Meets some expectations for this reporting period. The student sometimes demonstrates the skill and/or understands concepts and meets some expectations for this reporting period.

A "2" indicates that the student has some understanding and is partially proficient. A "2" indicates that the student's performance varies in consistency with regards to accuracy, quality, and level of support.

1 - BELOW DISTRICT BENCHMARK

Does not meet expectations for this reporting period. The student seldom demonstrates the skill and/or understands concepts for this reporting period.

A "1" indicates the student has minimal understanding and that performance is inconsistent even with guidance and support.

NG - NO GRADE

Progress on these indicators is not reported this trimester.

What Should My Child Be Able to Do to Meet Expectations

(THESE DESCRIPTIONS REPRESENT A 3 FOR TRIMESTER 1)

ENGLISH LANGUAGE ARTS

FOUNDATIONAL SKILL

Demonstrates understanding of spoken words and sounds

- ⇒ Identifies, blends, segments syllables in words
- ⇒ Recognizes and generates rhyming words
- ⇒ Identifies, blends, segments onset and rhyme
- ⇒ Counts phonemes
- ⇒ Isolates initial, medial, and final sounds
- ⇒ Blends spoken phonemes to form words
- ⇒ Segments spoken words in phonemes

Applies phonics and word analysis skills/strategies

- ⇒ Hears and uses sound/letter correspondence
- ⇒ Blends sounds into words, including VC, CVC words
- ⇒ Blends common word families (am, at, an, ap, ig, ip, in, ip, ill, ack, ick, on, ox, ot, ock, op, ed, em, et, ess, ell, ead, ug, un, ut, up, uck, ub, us)
- ⇒ Reads words with initial consonant blends (cl, fl, gl, pl, sl, gr, br, sk, st)
- ⇒ Reads words with initial and medial short vowels (a, i, o, ea, u)
- ⇒ Decodes one-syllable words in isolation and in context

- ⇒ Distinguishes between similarly spelled words
- ⇒ Identifies and reads common high-frequency words, irregularly spelled (I, like, do, to, you, he, can, go, a, has, this, is, my, look, little, where, here, play, the, we, are, me, she, with, for, and, have, see, said, was, does, not, school, what, down, out, up, very, be, come, good, pull, fun, make, they, too, jump, move, run, two, again, help, new, there, use could, live, one, then, three)
- ⇒ Identifies and reads contractions (-'s)
- ⇒ Identifies and distinguishes letter sounds (initial, medial, final)
- ⇒ Identifies and read inflectional endings (-s, -ed)

Reads grade-level text accurately and fluently

- ⇒ Applies letter/sound knowledge to decode phonetically regular words accurately
- ⇒ Reads high-frequency words fluently
- ⇒ Uses appropriate rate, expression, intonation, and phrasing
- ⇒ Uses punctuation cues in reading
- ⇒ Reads with purpose and understanding
- ⇒ Reads orally with accuracy
- ⇒ Uses context to confirm or self-correct word recognition
- ⇒ Emphasizes a word or phrase

READING: LITERATURE AND INFORMATIONAL

Students must independently read and respond to a broad range of genres and topics at Grade 1 text complexity

Asks and answers questions about a text

- ⇒ Uses the text and illustrations to identify the key details (students should be able to answer: What are the key details in this story?)
- ⇒ Asks questions about misunderstandings in the text then look for answers in the passage

Describe characters, setting and events using key details found in text and illustrations

- ⇒ Uses the text and illustrations to identify the characters, settings, and events

WRITING

Writes to communicate effectively; opinion, informational, narrative

Narrative

- ⇒ Includes characters
- ⇒ Uses describing details

Informative

- ⇒ Focuses on a single event
- ⇒ Uses clues from the text or pictures to explain answer
- ⇒ Uses describing details
- ⇒ Compares and contrasts ideas
- ⇒ Includes events in order

Opinion

- ⇒ Focuses on opinion
- ⇒ Uses clues from text or pictures

Responds to questions and suggestions to strengthen writing

- ⇒ Uses the writing process with guidance and support from peers and adults to develop and strengthen writing:
 - Prewriting
 - Draft
 - Revise
 - Edit and publish
 - Evaluate

Participates in research and writing projects; publishes using a variety of digital tools

- ⇒ Produces and shares research and writing projects using digital tools independently and in collaboration with peers

LANGUAGE

Uses grammar and punctuation in writing and speaking; learns and applies spelling strategies to written work

- ⇒ Prints all upper- and lowercase letters
- ⇒ Capitalizes the first letter in a sentence
- ⇒ Includes punctuation at the end of a sentence
- ⇒ Uses commas to separate words in a series
- ⇒ Uses common nouns
- ⇒ Uses singular and plural nouns
- ⇒ Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words (*spelling and high-frequency words*)
- ⇒ Spells untaught words phonetically

SPEAKING, LISTENING, AND VIEWING

Participates in discussions within a group effectively

Listening Strategies

- ⇒ Always look at the speaker
- ⇒ Respects others by not interrupting
- ⇒ Repeats others' ideas to check understanding
- ⇒ Asks questions for clarity
- ⇒ Respects others' opinions/ideas
- ⇒ Asks others to share their ideas and opinions

Speaking Strategies

- ⇒ Takes turns speaking
- ⇒ Asks others to share ideas and opinions
- ⇒ Raises hand to speak
- ⇒ Stays on topic
- ⇒ Connects own ideas to the comments of others
- ⇒ Gives others a chance to think after asking a question



Presents information and ideas effectively

Speaking Strategies

- ⇒ Takes turns speaking one at a time and focus on the topic being discussed
- ⇒ Responds to questions others ask and speak in complete sentences when they answer questions about details
- ⇒ Uses relevant details to describe people and places in their discussions
- ⇒ Asks others for ideas and opinions and respond to feedback from others
- ⇒ Discusses drawings and explain what they show
- ⇒ Speaks in a clear voice so that others can hear them
- ⇒ Asks questions to get more information or to clarify something
- ⇒ Speaks in complete sentences when participating in discussions
- ⇒ Waits turn to speak and comment on the topic under discussion
- ⇒ Uses gestures and point to their posters or other visuals to communicate ideas and information
- ⇒ Stays on topic and respond to points being raised when answering questions
- ⇒ Uses precise words to be clear when they describe people and actions
- ⇒ Uses appropriate volume for the setting
- ⇒ Maintains eye contact
- ⇒ Speaks clearly and at an appropriate rate
- ⇒ Adds drawings to their presentation to clarify ideas

*A "4" is not reported for this indicator.

MATHEMATICS

NUMBER AND OPERATION

Counts, reads and represents numbers*

- ⇒ Reads and write numbers to 60
- ⇒ Represents quantities up to 60 (*tally marks, pictures, tools, etc.*)
- ⇒ Counts forward to 60 from any number
- ⇒ Counts backward from 60
- ⇒ Counts a collection to 20

Uses computational strategies to solve problems

- ⇒ Solves equations and story problems in addition and subtraction within 0-10
 - Adding two collections together within 10
 - Inverse relationships (*ex. $3 + 2 = 5$, so $5 - 3 = 2$*)
 - Counting-on/counting back (*ex. When solving $6 + 3$, starting at 6, then counting 3 more for a total of 9. Counts 6, 7, 8, 9*)
 - Known facts (*ex. $4 + 4 = 8$, $5 + 1 = 6$*)
 - Explain thinking
- ⇒ Composes and decomposes numbers to 10 without counting using visuals (*ten frames, number rack, dominoes, dice*)
- ⇒ Knows some doubles
- ⇒ Identifies 10 plus a single digit using visuals (*train of cubes, double ten frame, number rack*)

Demonstrates an Understanding of Number Relationships

- ⇒ One more/one less than any number up to 60
- ⇒ Compares and orders numbers 0-60

ALGEBRA

Identifies and uses rules to create, extend and explain patterns*

- ⇒ Uses rules to create, extend and explain patterns

Represents and solves real-world +/- problems

- ⇒ Represents addition/subtraction problems using numbers, pictures or objects, working in the range 0 - 10
- ⇒ Uses equations to represent a problem



*A "4" is not reported for this indicator.

GEOMETRY AND MEASUREMENT

Measures length of objects

- ⇒ Measure the length of an object with materials, such as cubes

DATA FOUNDATIONS

Data to Create and Analyze Graphs and Charts

- ⇒ Represents data with bar graphs and tally charts
- ⇒ Answers questions about bar graphs and tally charts

SOCIAL STUDIES

Citizenship in our community

Rules:

- ⇒ Knows leaders or groups of people may make different rules in different settings
- ⇒ Knows groups have a culture and their rules are part of this culture
- ⇒ Identifies different characteristics of effective rules (*for example fair, understandable, enforceable and connected to goals*)
- ⇒ Participates in a process to establish rules

Citizenship:

- ⇒ Demonstrates ways good citizens can help their community through participation
- ⇒ Explains why participation in a community is important (*pick-up trash, vote and help make decisions in the class*)
- ⇒ Provides examples of flag etiquette and other demonstrations of patriotism

President and Voting:

- ⇒ Identifies the current president of the United States of America
- ⇒ Explains that voting determines who will be president

Geography: People and Places

Note: Instruction begins Trimester 1 but will not be reported until the unit is complete in Trimester 2

Sketch Maps:

- ⇒ Creates a sketch map of a familiar place that includes a title and labels
- ⇒ Illustrates and arranges features on a sketch map of a familiar place
- ⇒ Describes information found on maps

Location:

- ⇒ Identifies a specific place on a map
- ⇒ Uses relative location words to identify the location of a specific place (*e.g. near, far, behind, in front, next to*)
- ⇒ Uses absolute location words to identify the location of a specific place (*e.g. Room 224 or an address*)
- ⇒ Explains why or when it is important to use absolute versus relative location

Characteristics:

- ⇒ Identifies human and physical characteristics of where you live
- ⇒ Identifies human and physical characteristics of a faraway place
- ⇒ Compares the physical characteristics of a nearby place to a faraway place
- ⇒ Compares the human characteristics of a nearby place to a faraway place
- ⇒ Describes how the physical characteristics of a place affect the way people live

SCIENCE

Life Science

- ⇒ Students ask questions based on observations to compare and contrast plants and their parents
- ⇒ Students will create a model to describe the structure and function of plants and their parts and how they are used for survival

HEALTH

Understands concepts and topics

Note: Instruction will occur throughout the year and will be reported on in Trimester 3

- ⇒ Recognizes emotions and expressing them in a healthy way by knowing and using conflict resolution skills
- ⇒ Age-appropriate personal strategies for:
 - Bus safety
 - Playground safety
 - Bike safety
 - Fire safety
 - Personal safety
- ⇒ How to make healthy food choices

ART

Understands and demonstrates line and shape

- ⇒ Knows the differences between line and shape
- ⇒ Knows vocabulary for different types of lines

MUSIC

Note: Indicators will not be marked until enough data has been gathered to make a designation of progress toward the standard

Sings with accurate pitch

- ⇒ Echo sings short patterns in an established range while using correct vocal technique

Plays/improvises on instruments

- ⇒ Demonstrates a steady beat
- ⇒ Uses proper playing technique

Reads notation/demonstrates concepts

- ⇒ Interprets known and new rhythmic and melodic symbols into sound
- ⇒ Creates (pitch, rhythm, form) using the elements of music while listening to a variety of music
- ⇒ Identifies the elements of music while listening to a variety of music

PHYSICAL EDUCATION

Understands concepts

- ⇒ Identifies location of heart, purpose of heart and how to change heart rate
- ⇒ Demonstrates knowledge of rules, safety practices and procedures for specific activities

Skill performance

Note: Not all the skills listed below will be marked in Trimester 1

- ⇒ Demonstrates manipulative skills (*may include throwing, catching, dribbling, striking and other skills*)
- ⇒ Demonstrates movement and manipulative skills in group setting (*may include games and large group activities*)
- ⇒ Demonstrates locomotor skills (*may include running, skipping, galloping, hopping, sliding, leaping, jumping and spatial awareness*)



Learning habit indicators with descriptions

(behaviors that support learning in the classroom)

Trimester 1, Trimester 2, Trimester 3

Report Card Indicator	Descriptions
Applies Handwriting	<ul style="list-style-type: none"> ⇒ Demonstrates learned skills ⇒ Applies handwriting to daily work ⇒ Writes legibly
Completes work	<ul style="list-style-type: none"> ⇒ Completes classwork and homework on time ⇒ Demonstrates effort and does best work ⇒ Uses time effectively
Demonstrates on-task behaviors	<ul style="list-style-type: none"> ⇒ Follows classroom routines ⇒ Listens and follows directions ⇒ Maintains focus during independent work and group activities
Demonstrates organizational skills	<ul style="list-style-type: none"> ⇒ Comes prepared with belongings and has materials ready for class ⇒ Keeps materials organized
Makes responsible choices	<ul style="list-style-type: none"> ⇒ Follows school & classroom rules ⇒ Demonstrates self-control during a variety of situations
Works well with others	<ul style="list-style-type: none"> ⇒ Respectful with words and actions ⇒ Listens when others are speaking ⇒ Actively participates in a group ⇒ Resolves conflict respectfully ⇒ Cooperates with others
Makes responsible choices (K-3 Science)	<ul style="list-style-type: none"> ⇒ Stays on task, puts forth effort, completes work, uses materials responsibly and works cooperatively
Makes responsible choices (Art)	<ul style="list-style-type: none"> ⇒ Brings materials to class and completes required work ⇒ Follows directions, stays on task, and tries willingly ⇒ Treats people and property with respect ⇒ Follows all classroom and school rules ⇒ Works cooperatively with others
Makes responsible choices (Music)	<ul style="list-style-type: none"> ⇒ Brings materials to class and completes required work ⇒ Follows directions, stays on task and tries willingly ⇒ Treats people and property with respect ⇒ Follows all classroom and school rules
Makes responsible choices (PE)	<ul style="list-style-type: none"> ⇒ Comes prepared for class (tennis shoes) ⇒ Meets class expectations ⇒ Engages in activities with effort ⇒ Respectful personal and social behaviors ⇒ Cooperates
LEARNING HABIT INDICATORS: + Consistently + / - Sometimes; - Rarely	