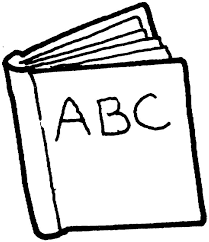
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading** | | | | |
| **Standard** | **1**  **Rarely Demonstrated** | **2**  **Progressing Toward Standard** | **3**  **Consistently Meets Standard** | **Rating** |
| ***Reads grade level texts with accuracy and fluency to support comprehension.*** | Uses strategies to understand and gain meaning from text, reading independently  **Below Level D** | Uses strategies to understand and gain meaning from text, reading independently at **Level D – Level I** (with at least 5-7 comprehension score, level 2 or 3 fluency). | Uses strategies to understand and gain meaning from text, reading independently at **Level J and above** (with comprehension and fluency) | Current Reading Level:  --------- |
| ***Identify grade level sight words.*** | Identifies 50 or less (Kinder) sight words. | Identifies 100 (1st) sight words. | Consistently identifies 150 and above sight words. | Total Words |
| ***Knows and applies learned spelling patterns when reading.*** | Rarely or does not apply spelling patterns when reading. | Applies beginning sounds, ending sounds, and short vowel patterns when reading | Consistently applies beginning sounds, ending sounds, short vowels, blends and diagraphs when reading |  |
| ***Retells text with key details.*** | Rarely or does not retell text | Retells texts with character, setting, or beginning, middle, and end but not all 5 | Consistently *r*etells texts using key details |  |
| ***Read closely to determine what the text says explicitly and to make logical inferences to support comprehension*** | Rarely or does notread closely to determine what the text says explicitly or to make logical inferences to support comprehension | Reads closely to determine what the text says explicitly but is unable to make logical inferences to support comprehension | Consistently reads closely to determine what the text says explicitly and to make logical inferences to support comprehension |  |
| ***Asks and answers questions to demonstrate understanding in a text.***  ***Participates in conversations that builds on others talk about grade-level topics & texts.*** | Rarely or does not ask and answers questions to demonstrate understanding in a text.  *Rarely participate in conversations about a grade-level topics & texts.* | Sometimes asks and answers questions to demonstrate understanding in a text.  Participates in conversation but does not build on others talks. | Consistently asks and answers questions to demonstrate understanding in a text (narrative and informational)  Consistently participates in conversation that builds on others talk. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Math** | | | | |
| **Standard** | **1**  **Rarely Demonstrated** | **2**  **Progressing Toward Standard** | **3**  **Consistently Meets Standard** | **Rating** |
| **1.MD.1 Orders and compares objects by length.**    ***1. NBT.1 Counts and represents numbers of objects using written numerals up to 120.***  ***Writes and represents numbers of objects using written numerals up to 120. 1.NBT.1*** | **Inconsistently** orders objects by length.  **Limited or minimal ability** in reading and writing numerals to 60 AND/OR counting to 100.  **Limited or minimal ability** in writing numerals to 60 AND/OR counting to 100. | **Consistently** orders 3 objects by length.  **Consistently** counts to 100.  Count to 100, starting at any number less than 100.  **Consistently** writes to 100  Writes to 100, starting at any number less than 100. | **Consistently and independently** orders 3 objects by length; compares the length of two objects indirectly by using a third object.  **Consistently and independently** counts to 120. Count to 120, starting at any number less than 120.  **Consistently and independently** writes to 120. Count to 120, starting at any number less than 120. |  |
| ***OA.6a. Use strategies to add and subtract with 20.***  ***OA.6b. Fluently add and subtract with 10.***  ***1.MD.2 Measures the length of an object.*** | Limited or minimal ability to add and subtract within 20.  Does not demonstrate fluency of all 8 numbers.  Is **unable to measure** an object. | **Consistently** add and subtract within 20.  (Counting on or back  Using manipulatives or drawings)  Demonstrates fluency of all numbers to 8.  **Inconsistently:** Measures an object by laying multiple copies of non-standard unit end to end with no gaps or overlaps.  Gets correct measurements of objects. | **Consistently and independently** add and subtract within 20.  Demonstrates fluency of **ALL** numbers up to and including 10.  **Consistently and independently**: Measures an object by lay multiple copies of non-standard unit end to end with no gaps or overlaps.  Gets correct measurements of objects. |  |
| ***1.G.2 Compose two-dimensional shapes to create a new shape.***  ***1.G.3 Divide and describe shapes(circles and rectangles) using the words halves, fourths, and quarters.*** | **Cannot compose** 2 or 3 dimensional shapes to create a new shape. **Cannot describe** the new shape by the name of the shape used to compose the new shapes used to compose the new shape or attributes.  **Limited or minimal** ability: To partition squares and rectangles into 2 & 4 equal shares. To describe the shares using words halves, fourths, and quarters. | **Consistently compose** 2 or 3 dimensional shapes to create shape. Describes the new shape and attributes.  **Consistently** partitions circles, squares and rectangles into 2 &4 equal shares.  Describes the shares using the words halves, fourths, and quarters | **Consistently and independently** compose  2 or 3 dimensional shapes to create shape. Describes the new shape and attributes.  **Consistently and independently** partitions circles, squares and rectangles into 2 &4 equal shares.  Describes the shares using the words halves, fourths, and quarters |  |

|  |  |
| --- | --- |
| **Behavior** | |
| **S= Satisfactory**  **NP= Needs to Improvement**  **U= Unsatisfactory** |  |
| **Comments:** | |



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Writing** | | | | |
| **Standard** | **1**  **Rarely Demonstrated** | **2**  **Progressing Toward Standard** | **3**  **Consistently Meets Standard** | **Rating** |
| ***Produces clear writing in which development, organization, and style is appropriate to purpose.*** | Rarely produces pieces across pages that support the organizational structure and/or style of the genre | Produces pieces across pages that support the organizational structure and style of the genre (1 to 2 genres) | Consistently produces pieces across pages that support the organizational structure and style of the genre (informational, narrative, and opinion) |  |
| ***Writes simple and compound sentences.*** | Rarely writes simple and compound sentences appropriately within their writing | Writes simple sentences appropriately within their writing | Consistently writes simple and compound sentences appropriately within their writing |  |
| ***Writes with grade appropriate conventions (capitalization & punctuation & spacing).*** | Rarely or does not write with grade appropriate conventions | Sometimes writes with grade appropriate conventions or ONLY masters with teacher support. | Consistently writes with grade appropriate conventions (capitalize beginning of sentences, names and dates, end punctuation, commas in a series and date) without teacher support |  |
| ***Knows and applies learned spelling patterns when writing.*** | Rarely or does not apply spelling patterns when writing | Sometimes applies beginning sounds, ending sounds, and short vowel patterns when writing | Consistently applies beginning sounds, ending sounds, short vowels, blends and diagraphs when writing |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_**

**First Grade Progress Report \_\_\_9wks**

***Please read, sign, and return to school tomorrow.***

**A close up of text on a white background

Description automatically generated**A picture containing clipart

Description automatically generated

**Conference Requested \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**