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| **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. |  |

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| **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 backUsing 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** compose2 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 |  |

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



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| **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.***

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

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