



Allen Independent School District

First Grade Report Card Parent Guidelines

Learner Services
Beth Nicholas, Assistant Superintendent

First Grade Report Card **General Information**

This report is being sent to you so that you may better understand your child's progress. The ultimate goal of the school is to help each child achieve to his/her potential. Thus, many different phases of your child's development are considered in compiling this report. You are encouraged to take an interest in your child's work. Review this report with your child and offer to work with him/her where help is needed. Congratulate your child when success occurs.

A more comprehensive view of your child's strengths and areas needing improvement may be gained through a parent-teacher conference. To schedule an appointment, call your child's teacher to make arrangements at a mutually convenient time. Communication between the home and the school has been proven to help guide the continuous growth of children in academics, social development, and attitudes.

Each Content Area is a reflection of the academic and social skills that are outlined in the state standards (TEKS). Skills taught each six weeks within the content areas of the report card were determined by the TEKS and the AISD Scope and Sequence.

The indicators will show a student's current achievement, rather than an average. The indicators provide a better tool for parents to use in understanding their child's progress in relation to the TEKS. Ongoing teacher observations (anecdotal records/notes) will assist teachers in the completion of the report card for each marking period. The level of expectation for a given objective should increase as the year progresses appropriate to the expected growth for first grade. The "grade level expectations" refers to the expectations relevant to the specific grading period.

Students will receive a report card each six weeks. Three week progress reports will only be completed for first grade students who meet "at-risk" criteria. When assessing students, if a prompt or cue is needed, a student is not "demonstrating high achievement" nor is he/she "meeting grade level expectations". The key elements of the Texas Essential Knowledge and Skills (TEKS) are included in the First Grade Report Card.

There are four numbers/symbols (4, 3, 2, and 1) and a rubric that will be used on the First Grade report card to communicate student progress. (See below) The First Grade report card may have an addendum that indicates the specific guided reading level that your child has mastered. (See below) As the year progresses there is a gradual release of responsibility (see chart below) that demonstrates the level of teacher support in relation to the level of student independence that may help you in better understanding your child's growth.

Ongoing teacher observations (anecdotal records/notes) will be used for the completion of the report card for each marking period. The level of expectation for a given objective should increase as the year progresses appropriate to the expected growth for First Grade. The "grade level expectations" refers to the expectations relevant to the specific grading period. When assessing students, if a prompt or cue is needed, a student is not "demonstrating high achievement. If a skill or concept is not required to be graded at the beginning of the year, the skill will not show up on the report card until the appropriate six weeks.

Report Card Symbol Explanation

<p>4 Demonstrates high achievement of grade level expectations</p> <ul style="list-style-type: none">▪ demonstrates clear understanding of all objectives consistently and independently▪ uses appropriate terminology in subject area▪ masters instructional objectives on or above grade level expectations▪ expands learning independently▪ problem solves on independent level▪ contributes valuable insight to classroom discussions▪ asks thought provoking questions	<p>3 Meeting grade level expectations</p> <ul style="list-style-type: none">▪ demonstrates understanding of most objectives▪ uses appropriate terminology in subject area▪ masters instructional objectives on grade level▪ expands learning with guidance from teacher▪ problem solves with prompts from others▪ participates in classroom discussions▪ asks questions when needed
<p>2 Progressing toward grade level expectations</p> <ul style="list-style-type: none">▪ demonstrates partial understanding of most objectives▪ attempts use of appropriate terminology in subject area▪ develops instructional objectives on grade level▪ has little or no expanded learning▪ listens to classroom discussions▪ asks questions when needed	<p>1 Not yet demonstrating grade level expectations</p> <ul style="list-style-type: none">▪ demonstrates little or no understanding of objectives▪ does not attempt to use appropriate terminology in subject area▪ has not developed instructional objectives of grade level▪ has limited problem solving skills▪ is inattentive to classroom discussions▪ asks questions that are not related to subject matter

Social Development/Work Habits

The behaviors listed are modeled and reinforced throughout the school year.

In addition, the same numbers/symbols are used for both Social Development/Work Habits and Academic Descriptors.

Language Arts General Information

In first grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should write and read (or be read to) on a daily basis.

Students will:

- read and understand a wide variety of literary and informational texts;
- compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail;
- know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information;
- listen and respond to the ideas of others while contributing their own ideas in conversations and in groups;
- learn how to use the oral and written conventions of the English language in speaking and writing.

Language Arts Report Card Categories and Academic Descriptors

Language Arts - Reading

- Decoding/Phonics-The student may consider:
 - Do I see spelling patterns?
 - Am I sounding words out?
 - Do I see smaller words inside this word? (e.g. “and” inside “band”)
- Comprehension- The student may consider:
 - What is this story about?
 - Can I predict what is going to happen?
- Fluency – The student may consider:
 - Does my reading sound like talking?
 - Is my reading automatic and effortless?
- Reading Strategies- The student may consider:
 - Does it make sense? (meaning)
 - Does it look right? (structure)
 - Does it sound right? (syntax)
 - Am I rereading?
 - Am I using picture clues?
- Vocabulary Development-The student may consider:
 - Can I understand new vocabulary and use it in my reading and writing?
 - What words give me clues to know what an unknown word means?

Language Arts - Writing

- Engages in the Writing Process with adult assistance
 - Prewriting and brainstorming
 - Drafting
 - Revising
 - Editing
 - Publishing and/or sharing
- Communicates ideas in writing-The student may consider:
 - Who is my audience?
 - Does my reader understand what I’m trying to say?
 - Does my writing have a clear beginning, middle, and end?
- Conventions: includes grammar, spelling, capitalization, and punctuation

Language Arts - Penmanship

- Legible Manuscript (Handwriting): correct letter formation; appropriate letter and word spacing

Math General Information

Within a well-balanced mathematics curriculum, the primary focal points at Grade 1 are building number sense through number relationships, adding and subtracting whole numbers, organizing and analyzing data, and working with two- and three-dimensional geometric figures. Throughout mathematics in First Grade, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use numbers in ordering, labeling, and expressing quantities and relationships to solve problems and translate informal language into mathematical language and symbols. Students use objects to create and identify patterns and use those patterns to express relationships, make predictions, and solve problems as they build an understanding of number, operation, shape, and space. Students progress from informal to formal language to describe two- and three-dimensional geometric figures and likenesses in the physical world. Students begin to develop measurement concepts as they identify and compare attributes of objects and situations. Students collect, organize, and display data and use information from graphs to answer questions, make summary statements, and make informal predictions based on their experiences.

Throughout mathematics in First Grade, students develop numerical fluency with conceptual understanding and computational accuracy. Students in First Grade use basic number sense to compose and decompose numbers in order to solve problems requiring precision, estimation, and reasonableness. First Grade students begin to know basic addition and subtraction facts and are using them to work flexibly, efficiently, and accurately with numbers during addition and subtraction computation.

Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in First Grade, students use these processes together with technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve meaningful problems as they do mathematics.

Math Report Card Categories and Academic Descriptors

Number, Operations, and Quantitative Reasoning:

- Uses whole numbers to describe and compare quantities
- Describes fractional parts of whole objects or sets of objects
- Recognizes or solves problems in addition and subtraction situations

Patterns, relationships, and algebraic thinking:

- Makes predictions using repeating and additive patterns
- Recognizes patterns in numbers and operations such as skip counting, even and odd, and fact families

Geometry and Spatial Reasoning:

- Identifies, compares, and contrasts two and three dimensional figures

Measurement

- Compares attributes, orders, and solves problems using:
 - Area
 - Weight/Mass
 - Capacity
 - Temperature
- Estimates, measures, compares, and orders length
- Orders three or more events according to duration
- Measures time by hour and half hour

Probability and Statistics

- Collects, sorts, and organizes data in graphs in order to draw conclusions and answer questions
- Identifies events as certain or impossible

Problem Solving

- Solves problems
- Uses informal language to communicate about math
- Uses logical reasoning

Science General Information

In Grade 1, students observe and describe the natural world using their five senses. Students do science as inquiry in order to develop and enrich their abilities to understand the world around them in the context of scientific concepts and processes. A central theme in first grade science is active engagement in asking questions, communicating ideas, and exploring with scientific tools in order to explain scientific concepts and processes like scientific investigation and reasoning; matter and energy; force, motion, and energy; Earth and space; and organisms and environment. Scientific investigation and reasoning involves practicing safe procedures, asking questions about the natural world, and seeking answers to those questions through simple observations and descriptive investigations. The study of elementary science includes planning and safely implementing classroom and outdoor investigations using scientific processes while addressing the major concepts and vocabulary, in the context of physical, earth, and life sciences.

Science Report Card Categories and Academic Descriptors

- *Concepts and Skills:* demonstrates an understanding of the grade level objectives
- *Scientific Process:* predict, observe, gather data, generate questions, classify objects, compare/contrast information, test predictions

Think of the following example of seasons to help you determine a student's grade.

Concepts and Skills: The student can identify characteristics of four seasons.

Scientific Process: The student can use a data table to record weather information including; relative temperature, clear or cloudy, calm or windy, rainy or icy.

Social Studies General Information

In 1st grade students learn about their relationship to the classroom, school, and community. Students identify anthems and mottoes of the United States and Texas. Students explore maps skills to identify location of places in the classroom, school, and community. Student identifies historic figure and ordinary people who exhibit good citizenship. Student learns the importance of family customs and traditions and identifies how technology has changed family life.

Social Studies Report Card Categories and Academic Descriptors

- *Concepts and Skills:* demonstrates an understanding of the grade level objectives
- *Applications/Connections:* making "real-world" connections

Think of the following example of MAPS to help you determine a student's grade.

Concepts and Skills: The student can name the four cardinal directions.

Applications/Connections: The student can follow a simple map to get to a location

1st Grade Report Card Addendum

Guided Reading Level

The mark indicates the instructional reading level at which your student is currently reading. Reading accuracy, comprehension, and fluency are all taken into consideration when determining a reading level.

Grading Period		1	2	3	4	5	6
Guided Reading Level (Instructional Level)	N						
	M						
	L						
	K						
	J						
	I						
	H						
	G						
	F						
	E						
	D						
	C						
	B						
A							

***The shaded area in the graph indicates the range of levels typically achieved during a specific grading period in first grade.**

ADDITIONAL PROGRAMS/SUPPORT	1	2	3	4	5	6
SSI-Student Success Initiative Lab						
ESL - English as a Second Language						
Bilingual						
Tutoring						
Resource						
Speech						
AIM						

Comments: