



Allen Independent School District

First Grade Report Card Parent Guidelines

Learner Services
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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 nine 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 nine weeks. 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 nine 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

1st Grade Report Card Addendum

Student Name:

Campus:

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

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.

***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
Tier II Intervention				
Tier III Intervention				
ESL - English as a Second Language				
Dual Language				
Tutoring				
Resource				
Speech				
AIM				

Comments:

Nine Week Grading Period	
1	
2	
3	
4	

Release of Responsibility

		Level of Student Independence			
		1	2	3	4
<p>HIGH SUPPORT</p> <p><u>Not yet demonstrating grade level expectations</u></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 	<p><u>Progressing toward grade level expectations</u></p> <ul style="list-style-type: none"> demonstrates partial understanding of most objectives attempts use of appropriate terminology in subject area 	<p><u>Meeting grade level expectations</u></p> <ul style="list-style-type: none"> demonstrates understanding of most objectives uses appropriate terminology in subject area masters instructional objectives on grade level 	<p><u>Demonstrates high achievement of grade level expectations</u></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>MODERATE/LOW SUPPORT</p> <ul style="list-style-type: none"> develops instructional objectives on grade level has little or no expanded learning listens to classroom discussions asks questions when needed 	<ul style="list-style-type: none"> expands learning with guidance from teacher problem solves with prompts from others participates in classroom discussions asks questions when needed 	<p>NO SUPPORT</p>
<p>Level of Teacher Support</p>					

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?
 - Can I re-tell the story?
- 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

In Grade 1, instructional time should focus on three critical areas: understanding and applying place value, solving problems involving addition and subtraction, and composing and decomposing two-dimensional shapes and three-dimensional solids.

(A) Students use relationships within the numeration system to understand the sequential order of the counting numbers and their relative magnitude.

(B) Students extend their use of addition and subtraction beyond the actions of joining and separating to include comparing and combining. Students use properties of operations and the relationship between addition and subtraction to solve problems. By comparing a variety of solution strategies, students use efficient, accurate, and generalizable methods to perform operations.

(C) Students use basic shapes and spatial reasoning to model objects in their environment and construct more complex shapes. Students are able to identify, name, and describe basic two-dimensional shapes and three-dimensional solids.

Math Report Card Categories and Academic Descriptors

Numbers and Operations:

- Place Value to 99
- Compare & Order to 99
- Place Value to 120
- Addition & Subtraction to 10
- Addition & Subtraction to 20
- Compare & Order to 120
- Identify & Count Counts

Algebraic Thinking:

- Recite numbers forward and backward from any given number between 1 and 120
- Recognize patterns in numbers and operations by skip counting

Geometry and Measurement:

- Identify, Compare, and Contrast 2D Figures
- Identify, Compare, and Contrast 3D Figures
- Estimate, Measure, Compare & Order Length
- Measure time by hour & half hour
- Identify examples and non-examples of halves and fourths
- Break 2D figures into two and four equal parts & describe the parts using words

Data Analysis

- Collect, Sort, and Organize data in graphs in order to draw conclusions and answer questions

Problem Solving

- Solve problems
- Use informal language to communicate about math
- Use 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 Grade 1, students study their relationship to the classroom, school, and community to establish the foundation for responsible citizenship in society. Students develop concepts of time and chronology by distinguishing among past, present, and future events. Students identify anthems and mottoes of the United States and Texas. Students create simple maps to identify the location of places in the classroom, school, and community. Students explore the concepts of goods and services and the value of work. Students identify individuals who exhibit good citizenship. Students describe the importance of family customs and traditions and identify 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.