

School District of Clay County	
First Grade Report Card	
Student:	
School:	
Year:	
Teacher:	
Asterisk beside each domain heading indicates instruction is below grade level	

ACADEMIC STANDARDS KEY			
Consistently and independently masters the standard	M		
Progressing toward mastery of the standard	P		
Insufficient progress toward the standard	I		
PERFORMANCE SKILLS INDICATORS			
Area of Concern	X		
Standard not taught or assessed			
Moving towards proficiency of the standard	\		

	Q1	Q2	Q3	Q4
At Risk for Retention				
Parent Conference Requested				
Promoted to next grade				

Attendance				
	Q1	Q2	Q3	Q4
Absent				
Tardy				

READING: Literature	Q1	Q2	Q3	Q4
Ask and answer questions about key details in a text				
Retell stories using key details from the text				
Describe characters, settings, and major events in a story, using key details and illustrations				
Identify words and phrases in stories or poems that suggest feelings				
Explain differences between literature and informational text				
Identify who is telling the story at various points				
Compare and contrast the adventures and experiences of characters in stories				
With prompting and support, read prose and poetry appropriate for grade 1				
Comments:				

READING: Foundational Skills Phonics and Word Recognition	Q1	Q2	Q3	Q4
Know the spelling-sound correspondences for common consonant digraphs consistently				
Decode regularly spelled one-syllable words				
Know final -e and common vowel team conventions for representing long vowel sounds				
Consistently reads a vowel pair consistently				
Decode two-syllable words following basic patterns by breaking the words into syllables				
Read words with inflectional endings				
Recognize and read grade-appropriate irregularly spelled words				
Comments:				

MATHEMATICS: Operations and Algebraic Thinking	Q1	Q2	Q3	Q4
Add and subtract within 20 to solve word problems involving add to, take from, put together, take apart, and compare, including situations with three addends: Pictures; Numbers; Words - justifying their thinking with evidence from the problem in writing				
Apply the commutative and associative properties of addition: Pictures; Numbers; Words - justifying their thinking with evidence from the problem in writing				
Demonstrate fluency when adding and subtracting with 10 using strategies. (Fluency is defined as accurately, efficiently, flexibly)				
Comments:				

READING: Informational Text	Q1	Q2	Q3	Q4
Identify the main topic and retell using key details from the text				
Retell, ask and answer questions about key details				
Describe the connection between two individuals, events, ideas, or pieces of information in a text				
Identify the reasons an author gives to support points in a text				
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text				
Use the illustrations and details in a text to describe its key ideas				
Consistently distinguishes between information provided in pictures or other illustrations and information provided by words in the text				
With prompting and support, read informational texts appropriately complex for grade 1				
Comments:				

WRITING	Q1	Q2	Q3	Q4
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, include details that support the reason and provide some sense of closure				
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure				
Write narratives in which they introduce a topic, use two or more appropriately sequenced events, include some details regarding what happened, use transition words to signal event order, and provide a closing				
Comments:				

MATHEMATICS: Numbers and operations in Base Ten	Q1	Q2	Q3	Q4
Count to 120, starting at any number less than 120.				
Reads and writes to 120				
Represent a number of objects with a written numeral				
Add two digit numbers with a one digit number within 100				
Know 10 more and 10 less from 10 - 99 and explain their thinking				
Understands the concept of place value and can explain their thinking in writing				

READING: Foundational Skills Print Concepts and Phonological Awareness	Q1	Q2	Q3	Q4
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).				
Distinguish long from short vowel sounds in spoken single-syllable words				
Orally produce single-syllable words by blending sounds (phonemes), including consonant blends				
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words				
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)				
Comments:				

SPEAKING AND LISTENING	Q1	Q2	Q3	Q4
Listen to others and speak one at a time about the topics and texts under discussion				
Respond appropriately to the comments of others				
Ask questions to clear up any confusion about the topics and texts under discussion				
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly				
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings				
Produce complete sentences appropriate to task and situation				
Comments:				

MATHEMATICS: Measurement and Data	Q1	Q2	Q3	Q4
Order three objects by length; compare the lengths of two objects indirectly by using a third object.				
Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end with no gaps or overlaps				
Tell and write time in hours and half-hours using analog and digital clocks				
Organize, represent, and interpret data with up to three data points, how many in each category, and how many more or less are in one category than in another				
Comments:				

Science	Q1	Q2	Q3	Q4
Comments:				
Social Studies	Q1	Q2	Q3	Q4
Comments:				

LANGUAGE	Q1	Q2	Q3	Q4
Uses correct conventions including punctuation, spacing, capitalization, letter formation)				
Use correct sentence structure				
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words				
Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions				
Comments:				

MATHEMATICS: Geometry	Q1	Q2	Q3	Q4
Compose and decompose two-dimensional shapes and three-dimensional shapes				
Partition circles and rectangles into two and four equal shares				
Describe the shares using the words and phrases halves, fourths, quarters, half of, fourth of and quarter of				
Understand that decomposing into more equal shares creates smaller shares				
Comments:				

Personal Development				
S -Consistently demonstrates the skill				
N -Demonstrates the skill some of the time				
U -Requires on-going intervention to develop the skill				
	Q1	Q2	Q3	Q4
Exhibits positive behavior				
Participates appropriately in group activities				
Works without disturbing others				
Adjusts to transitions and changes				
Responds to conflict effectively				
Completes tasks				