

# NASHOBA REGIONAL SCHOOL DISTRICT



## District Office

Grade 1 Report Card

School Year: 2017-2018

<b>STANDARD SCALE</b>	
4	<b>Exceeds the Standard</b> - The student demonstrates in-depth understanding of <b>essential</b> skills and concepts. Performance is characterized by the ability to apply and make connections beyond the standard.
3	<b>Meets the Standard</b> - The student demonstrates mastery of <b>essential</b> skills and concepts. Independent performance is characterized by an ability to apply the skills with consistent accuracy and quality.
2.5	The student demonstrates an understanding of the <b>essential</b> skills and concepts. Independent performance is characterized by increased consistency and is approaching mastery.
2	<b>Progression Toward the Standard</b> - The student demonstrates progress toward an understanding of the <b>essential</b> skills and concepts. Independent performance is characterized by inconsistent application and accuracy.
1.5	The student demonstrates an understanding of the <b>basic</b> skills and concepts. Independent performance is characterized by increased consistency in the demonstration of <b>basic</b> skills.
1	<b>Guided Progression Toward the Standard</b> - The student demonstrates a limited understanding of the <b>basic</b> skills and concepts. Performance is characterized by inconsistent demonstration of <b>basic</b> skills.
NY	<b>Not Yet Progressing Toward the Standard</b> - Student does not yet demonstrate understanding or skill at this time.
NA	<b>Not Assessed</b> - Not assessed this trimester.

Student:

Teacher:

<b>ATTENDANCE</b>			
	T1	T2	T3
Days Absent	0	0	0
Days Tardy	0	0	0
Days Dismissed	0	0	0

<b>PROGRESS SCALE</b>	
+	Student has met trimester benchmark (curriculum covered to date).
-	Student has not met trimester benchmark (curriculum covered to date).

<b>ADDITIONAL INFORMATION, if applicable</b>	
*	Student receives accommodations to access standards.
**	Student progress is based on modified grade level standards.

	T1	T2	T3
	Progress	Progress	
<b>Speech, Listening, and Language</b>			
Participates in collaborative conversations			
Describes people, places, things, and events with relevant details			
Demonstrates command of the conventions of standard English grammar and usage when speaking			
Demonstrates effort			
<b>Reading</b>			
Retells and describes stories			
Understands and finds key details in informational text			
Demonstrates understanding of spoken words, syllables, and sounds			
Reads grade level text with sufficient accuracy and fluency			
Reads grade level text with purpose and understanding			
Demonstrates effort			

Student:

Teacher:

	T1		T2		T3	
	Progress		Progress			
<b>Writing</b>						
Demonstrates command of the conventions of capitalization and punctuation when writing						
Demonstrates command of the conventions of spelling when writing						
Writes opinion pieces						
Writes informative/explanatory texts						
Writes narratives						
Demonstrates effort						
<b>Mathematics</b>						
Represents and solves problems involving addition and subtraction						
Adds within 20						
Subtracts within 20						
Extends the counting sequence						
Understands place value						
Measures lengths						
Demonstrates an understanding of time						
Demonstrates an understanding of money						
Uses and demonstrates knowledge of shapes						
Represents and interprets data						
Demonstrates effort						
<b>Science, Technology, and Engineering</b>						
Distinguishes between living and nonliving things on the Earth's surface						
Identifies the way an organism's habitat provides for its basic needs						
Observes, describes, and analyzes patterns of change on Earth						
Investigates sound and light						
Demonstrates effort						
<b>History and Social Sciences</b>						
Identifies and describes the meaning of American National symbols, events, and leaders						
Demonstrates an understanding of the basic concept of time and chronology						
Describes celebrations or customs held by members of the class, his/ her family, and the community						
Identifies the difference between needs and wants						
Identifies cardinal directions on a map (N, E, S, W)						
Recognizes geographic physical features						
Demonstrates effort						

Student:

Teacher:

<b>SOCIAL BEHAVIOR AND WORK HABITS SCALE</b>	
<b>M</b>	Meets expectations
<b>I</b>	Inconsistently meet expectations
<b>S</b>	Seldom meets expectations

	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>Social Behavior and Work Habits</b>			
<b>Cooperation</b>			
Follows instructions			
Works collaboratively with others			
<b>Assertion</b>			
Demonstrates self-advocacy skills			
Takes risks			
Actively participates and contributes to classroom activities			
<b>Responsibility</b>			
Follows school and classroom rules			
Uses time effectively			
Manages classroom routines and transitions			
Demonstrates organizational skills			
Begins, sustains, and completes tasks / assignments independently			
Completes homework on time			
<b>Empathy</b>			
Respects the rights and feelings of others			
Uses appropriate tone of voice			
<b>Self-Control</b>			
Demonstrates self-control in structured situations			
Demonstrates self-control in unstructured situations			

**Comments**

**Trimester 1**

Student:

Teacher:

**Comments**

Trimester 2

Trimester 3

	T1	T2	T3
<b>Art</b>			
Understands and applies media, techniques, and processes			
Demonstrates appropriate knowledge of the elements and principles of design			
Demonstrates respectful behavior			
Exhibits appropriate level of effort			

<b>Music</b>			
Demonstrates appropriate singing voice			
Demonstrates understanding of beat, rhythm, and notation symbols			
Demonstrates appropriate instrumental technique, rhythmic accuracy, and expression			
Describes and responds to basic elements of music			
Demonstrates respectful behavior			
Exhibits appropriate level of effort			

Student:

Teacher:

	T1	T2	T3
<b><i>Learning with Technology</i></b>			
Demonstrates the safe and ethical use of technology			
Demonstrates basic technology skills			
Demonstrates respectful behavior			
Exhibits appropriate level of effort			

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	T1	T2	T3
<b><i>Health</i></b>			
Show how healthy behaviors affect personal health			
Name ways to prevent communicable diseases and common childhood injuries			
Show why it is important to seek safe and health-enhancing activities to reduce risk of injury			
Demonstrates respectful behavior			
Exhibits appropriate level of effort			

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	T1	T2	T3
<b><i>Physical Education</i></b>			
Demonstrates competency in motor skills			
Demonstrates understanding of fitness concepts			
Demonstrates cooperative behavior in group settings			
Demonstrates respectful behavior			
Exhibits appropriate level of effort			

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